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ABSTRACT

Full texts and abstracts of conference presentations are provided in the proceedings of the 1982 National Institute for Staff and Organizational Development conference held to celebrate and promote teaching excellence in the community college. After an introduction to the conference and its theme by George A. Baker, K. Patricia Cross, in a presentation entitled "Teaching in Community Colleges," underscores the necessity for community colleges to understand their diverse missions in order to support great teaching and points to the need for links within the total educational community. Next, Dale Parnell, in "A Template for Excellence," identifies three key needs for community colleges to address in aiming for excellence in the 1980s: institutional congruence, vitality, and a student-centered focus. Then, John E. Roueche's presentation, "The Need for Excellence in College Teaching," emphasizes that great teachers are able to get learners actively involved in their courses, create a positive learning environment, practice what they preach, employ appropriate reinforcement strategies, and constantly demonstrate commitment to teaching. Following a summary of conference sub-themes, which ranged from the new student population to ways in which administrators can support teaching excellence, Nancy Armes and Karen Watkins describe personal concerns that affect teaching quality and outline the characteristics of excellent teachers. A list of master teachers is followed by 78 abstracts of teaching innovations and collaborative efforts. (HB)

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PROMOTING GREAT TEACHING: A STAFF DEVELOPMENT IMPERATIVE

Institute on Staff Development
May 25-28, 1982

Proceedings

Sponsored by
The University of Texas at Austin
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The National Institute for Staff and Organizational Development

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The 1982 Institute on Staff Development
A Celebration of Teaching Excellence
George A. Baker

The 1982 Conference of Presidents and Institute on Staff Development was held in Austin, Texas, on May 25-28. It was the fourth such conference hosted by the National Institute for Staff and Organizational Development (NISOD), a flourishing part of The University of Texas. NISOD is the application arm of the Program in Community College Education, a graduate program which trains community college leadership. As its major function, NISOD coordinates several discrete initiatives to improve the quality of teaching and learning in higher education. It has a special working relationship with one-hundred fifty community colleges in North America, providing them several publications, training, and networking services on a regular basis. Upon request, NISOD offers access to the same services to the larger higher education community. The organization attempts to share word of education programs that work and to provide access to relevant research in an effort to make innovation in our teaching communities more accessible and palatable.

The theme of NISOD's fourth annual Institute was "Promoting great Teaching: A Professional Development Imperative." In attendance were ninety-four presidents or presidential representatives, two hundred fifty instructors and staff-development professionals and approximately forty graduate students involved in Ph.D. programs in The University of Texas' Colleges of Education and Nursing.

The planning for the 1982 Institute began in the fall of 1981 during the National Institute for Staff and Organizational Development's fourth year of operation. For the previous three Institutes, themes had been built around staff and organizational development as they support teaching and learning in higher education. But NISOD's mission has clearly emerged — to become more influential in affecting the quality of classroom teaching. Thus the 1982 Institute theme "Promoting Great Teaching" signalled an enrichment of focus, concentrating in more specific ways on transactions that promote teaching excellence.

In addition to encouraging the attendance of college administrators and staff development specialists, it was our desire to provide a means of showcasing great teaching. In order to identify effective teachers, consortium decision-makers were requested to (1) identify these professionals, (2) support their attendance at the Institute, and (3) assist them in writing proposals outlining special successful aspects of their professional efforts. In all, eighty-five proposals were received. From this number, thirty were chosen to be presented at the 1982 Institute.

The format of these presentations was designed not only to showcase the teachers themselves, but the collaborations and administrative support that make their teaching more successful. Program features included **Marketplaces** which were quick, concise showcases of successful teaching and collaborative strategies; **Masterworks**, seminars with Master Teachers discussing creative solutions to problems confronting college faculties; **Architects of Change**, conversations with Presidents, professional development experts, administrators and teachers on effective programs supporting great teaching; and **Forums**, information sharing opportunities which highlighted new directions and issues affecting the quality of teaching in higher education. These program features provided a broad, in-depth consideration of college teaching and is a program design that we hope to emulate in years to come.

A Steering Committee was formed for the 1982 Institute, comprised of outstanding faculty and instructional specialists, who would act as commentators and interpretors of the busy week of activities. The Steering Committee started their work before the Institute began, and were actively involved in assessing the trends of the meeting. Their report at the final session of the Institute is included

as part of this document. The eight Committee members were Millie Clark, Mississippi Gulf Coast Junior College; Phoebe Helm, Triton College; Paul Keating, Brookdale Community College; Ellen Korn, Jefferson Community College; Perry Orand, Austin Community College; Diane Seilo, Coastline CC; Daniel Tedesco, Community College of the Air Force; and, Vince Zocco, Central Wyoming College.

Because this fourth annual conference was so well received and its topics obviously struck a chord of interest among educators throughout North America, for the first time NISOD made a commitment to publish a conference Proceedings. This document is the result. Our staff believes it gives evidence of the breadth and scope of the undertaking, and in another way previews future institutes which will underscore many of the same issues. This publication includes the texts of three keynote presentations, those given by Patricia Cross, Dale Parnell, and John Roueche. It includes the summaried comments of the faculty Steering Committee, presented as an attempt to coalesce the broad scope and wide variety of content in evidence at the meeting.

Since one of the outcomes of the Institute was the formation of a network of Master Teachers, a network that will hopefully become increasingly active in the years ahead, a report by Nancy Armes and Karen Watkins of our NISOD staff offers an analysis of the personal concerns of teachers, underscoring this analysis by reporting results of a Master Teacher opinion survey distributed at the Institute. The Proceedings also includes a list of Master Teachers along with brief vignettes of the innovations they recommended for our consideration. Although only about a third of these educators were featured on the Institute program, our staff felt that abstracts of all their efforts to facilitate great teaching would be usefully featured here. It is hoped that these abstracts provide enough information that you may follow up on any program elements that particularly appeal to you.

I want to briefly summarize the keynote presentations of the Institute here, because a brief look at what these experts had to say offers a panorama of the entire meeting.

Dr. K. Patricia Cross is a distinguished visiting professor at Harvard University. Her basic thesis, as conveyed to conferees, was that it will be necessary in the future for community colleges to understand diverse community college missions in order to support great teaching. She believes that this great undertaking cannot continue to be all things to all people. Great teaching is supported by close coordination of teaching with institutional mission, purpose and goals. According to Cross, the comprehensive mission is most popular and is enormously powerful due to the large number of diverse citizens who can be served. The vertical focus mission is oriented to stronger relationships with high schools on the one hand, and the four-year college on the other. The horizontal focus is oriented to the community. The integrated focus emphasizes the liberal arts or general education. The remedial focus serves the underachievers, whether adult or youth. Dr. Cross' conclusion was that the community college must build linkages with the total educational community.

Dr. Dale Parnell is the American Association of Community and Junior Colleges' most eloquent spokesperson. He is so genuinely optimistic that it is difficult to perceive anything but a rosy future for this most important segment of higher education. At the Institute, in a presentation titled "A Template for Excellence," Dr. Parnell zeroed in on several major needs in the continued development of the community college. Three key needs were institutional congruence, vitality, and a student-centered focus. He argued strongly and persuasively for a focus on the life roles of the wage earner, citizen and consumer. He challenged teachers to consider where they currently meet students: at the point of the teacher's needs; at the point of the administrators' needs; or at the point of the learner's needs. Dale summarized by concluding that if community colleges desire to address excellence in the 1980's, they must focus on mission and insist on congruence, vitality and a student-centered approach.

The second day of the conference began with one of the nation's premier researchers in teacher effectiveness. Dr. Wilbert McKeachie of the University of Michigan outlined the major research in what is involved in great teaching. McKeachie showed aspects of great teaching that continually appeared in research studies. These aspects included stimulation of interest in the learner, clarity of purpose and goals, knowledge of subject matter, organization of material, enthusiasm, relevance of course content, intervention with students outside of the classroom, time on tasks, and providing feedback to the learner. Dr. McKeachie concluded that a great deal of overlap exists among students, faculty and researchers when they consider what constitutes good teaching. He believes that motivation and cognitive process theory are rich areas for further research in analyzing the tools of good teaching.

On Thursday afternoon, conference attendees were treated to a compendium of retention research. Dr. Lee Noel is the top researcher in student retention. He emphasized that retention is not the goal of good teachers, but the result of it. Noel reported that research shows the first six weeks on campus are the most critical in student retention. He argues to get students to stay in college, the college must work hard to make the correct decisions and to help make students become committed to educational goals. He also dispelled pervasive myths relating to student retention efforts. He informed the conference participants that retention programs do not call for the lowering of standards — it is an institution-wide problem and not solely related to student service. Drop-outs are most often not flunk-outs. Noel identified four essential factors for faculty consideration: (1) faculty should be alert to deal with a feeling of isolation on the part of learners; (2) recognition and reduction of academic boredom; (3) dissonance; and (4) irrelevancy. He concluded that many aspects of the attrition problem may affect a student's decision to drop out. However, institutions must deal creatively with the student who is not ready to declare a major and increase faculty and student interaction outside of class through faculty advisor programs.

On Friday morning, Dr. John Roueche sent conferees packing with an exceptional portrait of the Master Teacher. Through strong visual images and personal testimonials to professional colleagues and friends, he tugged at the affective filters of all those in attendance. John clearly emphasized that great teachers get learners actively involved in the course, create a positive learning environment, practice what they preach, employ appropriate reenforcement strategies, and constantly demonstrate commitment to teaching.

John Roueche's concluding word was appropriate. He challenged educators to dare to be risk-takers. He left no doubt as to where he stood. Faculty members who are dedicated to the noble mission of teaching do not hide behind normative and mediocre performance. They challenge others to create a teaching-learning environment oriented toward and dedicated to learners.

I and the rest of the NIOSD staff believe you will find this Proceedings to be a rich resource as you continue strengthening the teaching-learning environments in your institutions.

Teaching in Community Colleges
K. Patricia Cross

Your conference theme, Promoting Great Teaching, is a timely and challenging one. It is timely because the topic needs attention; it is challenging because there are so many ways to deal with it. Let us start with the assumptions that are implied in the thesis that great teaching can be promoted through professional development. It makes two assumptions that I hope we are prepared to accept. It is, first and foremost, a flat rejection of the old saying that "Great teachers are born, not made." It suggests that even ordinary teachers can learn to become great teachers and that professional development can enhance that possibility. The second assumption is revealed in the diversity of the program that has been planned. Apparently there are many components in great teaching. The topics you will be discussing today and tomorrow run the gamut from motivating students to designing courses to promoting self-renewal in teachers.

Since I have the honor of opening the conference, I am going to seize this opportunity to talk about an aspect of great teaching that seems especially important for community colleges in the 1980s. My basic text this morning is that great teaching is supported and strengthened by an identity with the mission of the institution and a sense of its priorities. While it is quite possible to find master teachers outside of institutional settings — Anne Sullivan, Helen Keller's teacher, comes to mind — the development of a faculty of competent and dedicated teachers requires some sense of purpose and a general agreement on the mission of the institution. A possible, if understated, subtitle for my remarks today is that teachers teach better if they know what they are doing.

I submit that many teachers today don't know what they are supposed to be doing. They aren't sure, for example, whether they should expect students to attend class until the course ends or until the student has learned what he or she wants from it. A fascinating study just completed in California found that only 14 percent of the students enrolled in vocational courses were interested in completing a program of study (Hinter and Sheldon, 1981). What are teachers, most of whom are identified with academic or vocational programs of study, to think about that? Is the mission of the community college to provide students with whatever educational experiences seem to serve their needs at the time, or is it to get them through some defined set of learning experiences that constitute a "program" of study?

This same California study had to develop eighteen separate prototypes of students in order to describe the community college student body. The four largest groups, none constituting more than 17 percent of the student body, consisted of such diverse student prototypes as job seekers, leisure skills students, improving job skills students, and full time transfer students. Other prototypes, involving fewer students but familiar to all of you, were the "undisciplined transfers" who claim a Bachelor's degree as their goal, but whose sporadic attendance and poor performance make any such goal seem totally unrealistic, the "inter-collegiate athletes" who attend college to participate in athletics, and the "license maintainers" who are usually found taking one course in the evening to renew a license. Can any teacher be a great teacher given such a wide range of student diversity and purpose?

One community college teacher, in an article entitled "What is a College For?" (Slutsky, 1978), suggests that today's community college teachers have been given so many diverse roles that they are demoralized, anxiety-ridden, and just down-right angry. It is hard to imagine such teachers being even adequate; it is impossible to think that they might be great teachers. This same author goes on to complain that, "What the faculty thinks a college should be and what the college really is are at opposite poles" (p. 10). If she is right -- and there is some evidence that faculty morale in community colleges is considerably lower than it was a decade ago (Cross, 1980) — then one of the first items on the agenda of any college setting out to

improve the quality of its teaching is to answer the question, what is this college for?

It is not easy to define the mission of a community college today — not nearly as easy as it was in the 1960s when money and students were plentiful and community colleges were the new hope of the nation, driven by a sense of missionary zeal and national purpose to open the doors of higher education to previously unserved segments of the population. Now that the doors of community colleges have been opened and the rhetoric has become reality, there are some who are calling for a redefinition of the open door, while others are convinced that the problem lies not in the definition but in its implementation.

The easy way out of the definitional problem is the one that was used with reasonable success by most community colleges in the 1960s and 70s — to embrace comprehensiveness. Today with the cutback in funds and the competition for students, there is some disillusionment with the comprehensive mission, and people are beginning to wonder out loud if the community college can be all things to all people. Are there some functions that should not be provided and some people who should not be served — at least not by a given college?

The difficulty of the questions and the rising confusion about institutional purpose has stimulated a growing number of articles in the literature on community college reform and a call for some clarification of the community college mission. Thus it seems appropriate, yes, even necessary, to spend some time thinking about the purposes of our institutions if they are to serve as the settings for great teaching.

One of the things that has made the community college movement so powerful over the past twenty-five to thirty years has been the united sense of mission that joined community college educators all over the country in the national priority of creating democratic and unpretentious colleges to serve the common people. While there was room for local priorities, there was widespread agreement on the five basic functions of the community college — transfer education, vocational education, general education, community education, and remedial/developmental education. Leaders could lead; legislators could legislate; and teachers could teach when people agreed about general directions. There is no such agreement today. The community college "movement" which represented a mighty river with a rapid and purposeful current in the 1950s and 1960s may be branching now into smaller streams and rivulets, each moving at different speeds and in somewhat different directions. Time will tell whether the momentum of the river has simply slowed in its channel or whether it is cutting new, vigorous streams into virgin territory. Personally, I cannot see a single mission that stands out about all the others as the mission for community colleges in the 1980s. Each vision currently advocated has strengths and weaknesses, and I suspect that each college will have to set its own priorities in the years to come. Such dispersion may weaken the bonds of the national community college "movement" but it may strengthen individual colleges.

It's hard to find a term that adequately represents the different visions that people have for community colleges as we enter the 21st Century. I could talk about community college "models" for the future, but the image of a model is too strong. Moreover, it suggests either a miniaturization of the real thing or a prescription for others to follow. The word "focus" seems better suited to my purpose of discussing future directions for community colleges. Focus, according to Webster, is "a position in which something must be placed for clarity of perception" or it is "a center of activity, attraction, or attention." There seem to be a number of foci emerging now. In general they strive for clarity of perception of the goals of community colleges, and they are given focus by a set of activities that emphasize the importance of a given role.

I have labeled the five foci surfacing in the current literature as follows: 1) the comprehensive focus, 2) the vertical focus, 3) the horizontal focus, 4) the

integrated focus, and 5) the remedial focus. It should be said in the very beginning that the idea of pulling these foci out for separate examination would not be endorsed by most of their designers and advocates, who for the most part insist that their focus can be incorporated into the comprehensive community college. It is my own injudicious approach to suggest that priorities are implied and choices are being made that will lead colleges down one stream rather than another. I say that it is injudicious to suggest that there are alternatives to the comprehensive mission because those who have been either bold enough or foolish enough to suggest the elimination or deemphasis of one of the five original program functions of community colleges have found themselves almost immediately in the midst of heated controversy. Consider, for example, the reaction to the recommendation of the Brookings report (Breneman and Nelson, 1981) that community colleges should deemphasize the transfer function, thus encouraging more freshman to start their college careers in four-year colleges, or consider the reaction to Ed Gleazer's (1980) suggestion that it is time for community colleges to deemphasize their prized association with higher education in favor of building stronger associations with the non-academic community. Community colleges are, like any other organization, nation, or person, hesitant to give up anything once gained, even if doing so might refocus resources on an area of greater potential strength.

I am not going to dwell on an analysis of the comprehensive focus because it is familiar to all of you. Its strengths are that it has history on its side in the sense that the comprehensive mission is understood and accepted by most community college educators and students. Whether the general public understands the evolution of the comprehensive mission is subject to more speculation. A 1981 Gallup Poll showed that 48 percent of the American public think that the primary function of community collegs is "to provide academic training so that students can go on to a four-year college or university and earn a Bachelor's degree if they want to." Twenty-eight percent think it is "to provide vocational or technical training, such as typing, auto mechanics, etc." Ten percent think it is to provide community programs. Although these statistics seem to suggest that the community college has not presented its comprehensive mission to the public very well, I can't help wondering how we — who presumably understand community colleges — would answer Mr. Gallup's question. For some inexplicable reason, the poll failed to offer the comprehensive mission as a choice, and respondents were forced to select only one so-called "primary" mission. One of the things most distasteful to the average pollster is to have all the responses bunch up under a single response, but what if there had been an option that said, "All of the above"? This particular poll does not answer the question of how well community colleges are understood by the general public. It does show, however, that the public is not familiar with the current balance between transfer and vocational education.

A second strength of the comprehensive mission is that it is easy to administer. Faculty will grumble but will understand a leader who allocates scarce resources with an even hand as long as every department is equally deprived. What they are less likely to understand is an out and out statement that vocational education or community education or transfer programs or whatever are going to get more money because they are the wave of the future for the college. There are community colleges that have enunciated clear priorities quite successfully, but the battle is never easy if it means giving up some function that already has incumbents. Because the comprehensive mission is enormously powerful and it would require extraordinary courage to lead community colleges to even articulate the priorities within it, I will return to its potential as a viable focus for the future later. But first, I would like to explore the potential of some other alternatives.

The vertical focus is generally conceded to be the most prestigious and most easily understood. Firmly anchored in traditional concepts of what a college should be, it places the community college between the high school and four-year college as students move through the formal educational system toward more advanced

levels of education. Basically, the vertical focus calls for establishing relationships with high schools to assure that recent high school graduates are prepared for college level work and for articulating with four-year institutions their requirements for transfers.

There is now considerable activity, both within community colleges and outside, for strengthening the vertical focus. Indeed in some ways, the most powerful voices in higher education are more supportive of the vertical focus than of any other. At the level of conceptualization, there is the prestigious Carnegie Foundation, deploring the discontinuity of American education and calling for "an effective progression from elementary school through high school through college" (Hechinger, 1981, p. 128). Derek Bok (1982), President of Harvard, has just come down heavily on the side of continuity in education by suggesting that financial aid should be based on the likelihood of the student's completing college. The University of California Task Group studying retention and transfer is urging more articulation and communication with community colleges in the hope of greater continuity through the system (Kissler, 1980). I could cite dozens of examples of concern in high places for the breakdown in the vertical transition of students through the formal school system. The universal conclusion is that better articulation between high schools and colleges is a high priority and that community colleges have a major obligation to establish smooth connections to enhance the flow of at least some students through the system.

The most effective implementation of the vertical function is underway at Miami-Dade Community College. What has become known as the "Miami-Dade System" is spreading like wildfire throughout the country. Miami-Dade has many arrows to its bow, and without question they are a comprehensive community college. They do everything. Nevertheless, the current priorities of Miami-Dade are clearly cast in the direction of traditional academic values and standards while preserving the concept of the open door (McCabe, 1981). The gems in their computerized crown involve an individualized monitoring system for making sure that students are making satisfactory progress in their courses of study (Anandam, 1981; Kelly, 1981), a system for articulating course requirements with each of the four-year institutions in Florida (Harper, Herrig, Kelly, and Schinoff, 1981), a special program for academically superior students (Robertson and Thomas, 1981), and most recently a brand new program of research and conversations with Dade County high schools to improve student preparation prior to their entry into postsecondary education (Losak, Schwartz, and Morris, 1982).

I doubt if in the history of the community college movement there has ever been as much attention given to traditional academic standards as there has been in the last two or three years. Attention of course almost always goes to areas perceived as neglected, and there is widespread agreement throughout the nation that traditional academic values have been neglected. The point is that the vertical position of the community colleges between the high schools and four-year institutions is being vigorously reasserted, and it constitutes one major focus for the community college of the 1980s.

Given the momentum today of the vertical emphasis, it is going to be hard to argue that any college should not jump aboard such a noble and virtuous bandwagon. There is, however, another bandwagon that is building momentum in a different direction. The horizontal focus is reaching out to develop linkages with the community rather than building linkages within the formal educational establishment. This focus is most vigorously articulated by the American Association of Community and Junior Colleges. Although Ed Gleazer, the former president, and Dale Parnell, the current president, would establish their linkages in somewhat different places, the leadership of both men is concerned with reaching out to embrace new partners in education. Ed Gleazer (1980) has the most sweeping vision of the community college of the future. He sees community colleges as the hub of all education going on in the community, serving people of all ages throughout their

lifetimes and helping the community to solve problems and build a better community through education. He urges community colleges to provide the leadership for assessing community needs and convening and coordinating educational services for the community.

Gleazer upset many in the community college movement by making a choice between horizontal and vertical emphases. In his book, Values, Vision, and Vitality (1980), Gleazer, in a section significantly entitled "Trapped in Tradition," raised the question of whether it might not be time for the community colleges to shed their identification with higher education and even to reconsider their use of the term "college." "It may get in the way of what really needs to be done in the community," (p. 5) he said.

Although many regard Gleazer's horizontal focus as idealistic, given current funding restrictions, and too radical for implementation in the 1980s, I believe that it is far more realistic for two reasons. First, as every educator knows only too well, the pool of traditional college students is shrinking while the pool of adult part-time learners is rising. This means that traditional four-year colleges that were once content to leave low-achieving students to the community colleges are going to reassert their "right" to go after any student who is able to spend full time in residence on the campuses that many four-year colleges must maintain. Unless community colleges can establish traditional quality in the vertical focus and can keep costs significantly below those of four-year institutions, they will probably ultimately lose the fight for the traditional market.

Second, the horizontal focus is realistic because community colleges are far ahead of traditional four-year colleges in capitalizing on the rich and only partially tapped adult part-time market. Community colleges are ideally suited, philosophically and geographically, to serve lifelong learners with jobs, families, and roots in the local communities. Furthermore, the less cumbersome faculty committee system of community colleges makes them able to respond quickly and appropriately to cooperative educational ventures with other providers of education. The rising interest of business and industry in human resource development makes corporate education the most actively growing educational activity in the nation. Community colleges appear to have the inside track on alliances with business, and Dale Parnell and the current AACJC Board are pushing hard for this particular form of horizontal extension. They are currently preparing legislative proposals that will "encourage cooperation between the private sector and community colleges to address national human development concerns including retraining, upgrading, basic skill development, and improved worker productivity" (Wilson and Davis, 1982).

There is plenty of evidence that students are using community colleges in a strikingly different manner than most traditionalists think, and most of the current student usage patterns are creating pressures toward the horizontal focus. Half of all community college students studying for credit are over the age of 21; 37 percent are 25 or older (AACJC, October 2, 1981). Most of them do not fit the vertical focus very well; they are not coming directly from high school, nor do most plan to go to a four-year college. It is estimated that fewer than 5 percent of students enrolled in all types of community college programs complete two years at a community college and then transfer to a four-year institution (Cohen and Brawer, 1981, p. 349). Thus in terms of current student usage, the transfer function serves a miniscule number of students. Almost two-thirds of all community college students are studying part-time, and the typical load is one course per semester. Enrollment in non-credit courses has increased 500 percent over the last decade, and is still the fastest growing program in higher education, increasing at the rate of about 16 percent per year.

A fascinating series of longitudinal studies being conducted in California community colleges (Hunter and Sheldon, 1982) reveals that 40 percent of the students enrolled in California community colleges in the fall of 1978 had passed

only one or no courses by the spring of 1980. The data further established that "a very small percentage of students enroll in or identify with programs (p. 2-14), meaning that the courses they take seem unrelated either to their declared major or to the major claimed in research interviews." When large numbers of students take one course per semester — and that usually unrelated to a college-defined program -- drop courses as soon as they have learned what they need, and drop in and out of college on unpredictable schedules, they are certainly flunking any test related to the vertical focus where the standards must be some sort of predictable progress through courses, programs, and credits. Do we count the students who produce such behavior new do-do-wells and the colleges that countenance it failures? The answer is a resounding "yes," when measured by traditional vertical standards, but we need to look further for measures of success by horizontal standards.

The California data show that 65 percent of the vocational students judged their courses related to their current jobs, and 73 percent found the courses helpful on the job, despite the fact that only about one-third felt the courses were helpful in getting pay raises. Students enrolled in special interest courses, such as hobbies, general education or culture courses, had similar reactions. More than 80 percent felt the courses met their needs, and more than 70 percent planned to return for additional courses. These statistics from pieces of the horizontal focus can be given greater coherence when viewed from the perspective of a college in the process of implemeting the horizontal focus.

Rio Salado Community College is the fastest growing college in the seven-college Maricopa District in Arizona. Its 1981 self-study report claims that the college sees itself "cooperating with other kinds of educational programs to make an education as attainable as possible" (p. 30). It further states, "Rio Salado derives its energy from the forward thrust of its community. The community is the institution's raison d'etre; it is the institution's survival. Outreach programs and continuing education are often appendages to traditional daytime-oriented college; they are Rio's primary reason for being" (p. 7). Ninety-two percent of Rio's students are enrolled in six credit hours or less per semester, and the self-study report observes that "our student is not generally a transfer student but is interested in obtaining a specific piece of knowledge to be used in a specific way" (p. 9). Rio has established linkages with Williams Air Force Base, with the council for unionized trades, with the Arizona Department of Economic Security, with the Phoenix Public Library, with the seniors in Sun City, with local radio and television stations, and a major activity is represented in their custom-designed programs to meet the training needs of local business and industry. Rio Salado's focus is clear. Measurement of their accomplishments or those of their students against a vertical focus is as inappropriate as a measurement of Miami-Dade's computerized system for advising students on graduation and transfer requirements would be against the horizontal focus.

So far, I have outlined and illustrated the essential elements and philosophy of three foci for community colleges in the 1980s — the vertical, the horizontal, and the comprehensive. The remaining two foci are the integrated focus and the remedial focus. I use the term integrated focus to contrast Arthur Cohen's proposal for a general education focus with the horizontal and vertical foci already discussed. Cohen is proposing major attention to linkages within the community college rather than external linkages either vertically or horizontally. Cohen's intent is to make liberal arts and the humanities an important part of the learning experiences of all learners, be they transfer, career, compensatory, or community education students. The trend that distresses Cohen most in community college education is the collapse of the sequential curriculum. He believes that a community college education should contain a "sequence of intended learnings" in which "sequence" is defined as "a pattern of progression that has some rationale, order, and deliberate arrangement" and "intended learnings" have outcomes that are defined in advance (1981, p. 35). He takes a dim view of the community college that "purports to serve up anything that anyone in the community wants" (p. 36).

Cohen's focus advocates a program of studies that calls for a reconceptualization of all five of the traditional functions of the community college. His integrated focus would place liberal education for the informed citizen at the hub of career, compensatory, collegiate, and community education. Community colleges would not only guarantee the availability of liberal education to all students at any time in their lives, but it would be required "lest the gulf between social classes in America be accentuated as members of the elite groups learn to control their environment, while the lower classes are given career education and training in basic skills" (Cohen and Brawer, 1982, p. 327).

Finally, a proposed focus for community colleges recommended by the Carnegie Council in 1979 has received little discussion and has generally been met with little enthusiasm by community colleges. I don't find it especially surprising that community colleges failed to respond to the Carnegie proposal that community colleges assume "residual responsibility for youth." Clark Kerr and the members of his Council tried to address the real and growing "youth problem" in the United States by suggesting that community colleges develop a comprehensive set of "youth service functions" which would include guidance, job preparation, job placement, referral to other community agencies for help with legal and medical advice, apprenticeships, and almost any other type of service needed by young people to help them become responsible and productive citizens. In this remedial focus, the community colleges would be identified as full-service "institutions for the young."

There are many obvious problems with the proposal which, to its credit, does tackle a problem in serious need of attention. First and foremost is the fact that community colleges have not been rewarded in the past for their social concern. Indeed, they are far more likely to have had sand kicked in their collective faces for enrolling disproportionate numbers of minorities, for "watering down" college courses so that students with poor academic skills could pass them, for poor retention of students who may have had little intention or motivation for completing courses and semesters, for failure to provide upper division transfers for four-year institutions, for preserving the social class structure, and a host of other charges related to their present remedial role of taking on the "youth problem." Having been burned in the past for taking on a problem too hot and too difficult for more prestigious institutions to handle, it is unlikely that they are going to move more heavily into remedial functions in the future unless some sorts of rewards are forthcoming — special funding, feelings of accomplishment, recognition by others, and the self-satisfaction of having served individuals and society well.

A second major flaw in the Carnegie proposal is that almost no college wants to be identified these days as the "institution for youth" which is a declining population and quite opposite from the direction in which most community colleges are currently moving. Community colleges, more than any other type of institution, are becoming institutions for adults. What seems more likely is that four-year institutions will move increasingly into the remedial function in order to gain enough full-time students to protect their enrollments from serious declines in the 1980s. If anything, it seems likely that the community colleges that have borne most of the remedial functions will now be joined in these efforts by the high schools under vigorous public pressure and by the four-year colleges under severe demographic pressures.

In what kinds of institutions will great teachers be teaching in the 1990s? Almost all analysts are questioning the continuation of the comprehensive mission. Breneman and Nelson (1981) think the decision regarding focus will be settled on the basis of financial support, and they don't see enough financial support forthcoming to support the comprehensive mission. They label the comprehensive mission a gamble, observing that "the greatest risk of an unflinching commitment to the comprehensive mission is that sufficient financial support will not materialize, and the college will suffer across the board, becoming less competitive and less distinctive in all program areas" (p. 213). The California Postsecondary Education

Commission sounded pretty much the same warning, saying that "unless the colleges make programmatic choices and set budget priorities they will probably do many things less well and some things unsatisfactorily in the future" (California Post-secondary Commission, 1981, Preface).

The priorities of some colleges and some leaders are becoming clear. Every current focus has its roots in an earlier era and is represented among the five programs in the comprehensive model. Until now, however, missions of the community colleges have ebbed and flowed together with most colleges in the 1930s emphasizing their junior college role of preparation of transfer students and most colleges in the 1970s emphasizing vocational and community education. But the difference now is that colleges are beginning to break out of a united identifiable community college movement; they are making individual college choices that may weaken the community college movement, but will probably strengthen individual colleges.

The choices are perhaps easiest for the multi-campus district that can presumably maintain comprehensive services throughout the district by recognizing different functions for different colleges. One reason for Rio Salado's success may be that its horizontal focus is supplemented by other colleges in the Maricopa district. But if the comprehensive focus is to be distributed among colleges, it will take a firm yet fair hand on the central tiller. Faculties dedicated to one focus are bound to be less well-informed and less sympathetic to the work of their colleagues dedicated to another focus. Unfortunately, those endorsing the vertical focus are usually the critics whereas those concerned with other foci find themselves on the defensive, required to demonstrate how their departure from the traditional represents quality and even sometimes why it should be countenanced at all by a community college.

If the analysts are right that community colleges are going to have to make some choices in the years ahead, then the problems of small colleges are going to be the most urgent — to make hard choices before resources are depleted — and the problems of the middle-sized colleges most difficult — because they may delay too long in setting priorities.

The one thing that all community colleges are well-advised to attend to in the next five years is the building of linkages with other providers of educational services. Higher education is only one small part of the Learning Society, and no provider will long endure without working in concert with others from high schools, four-year institutions, business and industry, labor unions, community organizations, educators from the media, licensing agencies, the military, and a host of other providers of lifelong education. Faculty members who aspire to great teaching must understand the real world beyond the classroom and must have a personal and professional commitment to their particular piece of the action in the Learning Society.

Teachers will teach better if they know what they are doing, and that means they will need to know how their expertise is supported and complemented by the expertise of colleagues carrying out other equally important roles in the Learning Society.

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A Template for Excellence
Dale Parnell

I am advocating the theme of opportunity with excellence. It applies to us because we are opportunity colleges. In fact, were there one word that would best describe the American community college, it would be opportunity. Although we provide opportunity in an excellent fashion, it doesn't mean that we can't improve, and I want to suggest some ways we can do that. We have not talked enough to the American public about the word excellence in connection with the kind of job we are doing in community colleges. I have developed a three-part template to use as a guide in answering the question, "How are we doing?" (1) Institutional Congruence; (2) Staff Vitality; and (3) Student-Centered Focus.

First, we have to test the degree of congruence between what we say and what we do. Let me give you an example. We talk about goals, and it gives off a warm, wonderful glow, but it has never been much of a driving force for any of us in education. Unfortunately, goal-setting has been the intellectual sauna bath of education. We talk about goals, but then we go out and do what we wanted to do in the first place. When goals are fuzzy, everything else in the organization will take on a fuzzy view. Have you ever watched a slide show when the slides were a little out of focus, and you wished you could reach up and turn the knob slightly? That is an appropriate image of what we have to do in the American community movement. We need to clarify our focus.

Earl Pullias, the long-time, honored professor at the University of Southern California, in his book Toward Excellence in College Teaching says,

> Higher education carries a heavy responsibility in modern society. No institution has a greater opportunity to contribute significantly to the upward movement which modern man must achieve. Higher education at its best is the only institution in modern society that is free to seek answers to all of the problems that confront man through the use of every method the mind of man can conceive. By its very nature, the primary allegiance of higher education is to truth — its discovery, its wide dissemination, and its effective application to the questions of life.

My congruence test goes something like this: "What is the relationship between what I teach and the needs the students have in real life? What is the relationship between the curriculum this college offers and what we see out there in real life?" Unfortunately, we have not asked ourselves these questions often enough.

I want to bring you a new model for a mission statement. Today, as you pick up a college catalog, you will typically find that it is our function to provide university parallel or college transfer academic preparation, to provide vocational/technical programs, to provide developmental education, to provide adult and continuing education programs and, finally, to offer community service opportunities. I believe these functions have led us astray in a number of areas, and we need to rethink them. For example, in the college transfer program, what is college credit? What does a college credit mean? Why do we give transfer credit for fashion design but not credit for drafting? Why do we give transfer credit for golf but not credit for diesel mechanics? I have come to the conclusion that college transfer credit is more typically given for those things that are not useful, than for those that are.

Consider vocational education. What is vocational? Foreign language has as much vocational value today as any single thing we do. One of the great tragedies of our educational system is the lack of foreign language studies. Think about what a young person could do who can speak a language, understand a culture, and who also has the skill in marketing, banking, or business administration. The world is open to him or her.

So what is vocational? We seem a little confused about that or about the meaning of remedial, for that matter. I would like to be able to read better than I do. I certainly would like to be able to write better than I do, and remember names better than I do. Yet am I a remedial student? I have testified many times before state and federal congressmen and congresswomen, and the question I have often been asked is, "Since we paid for that learning once in high school, why do we have to pay for it again?" This view is myopic. The college I just left had two-thousand Vietnamese, Cambodians or Laotians enrolled. In Southern California, the Hispanic influence is strong. Those students and a whole host of other kinds of people come to a community college. So, simple ideas such as, "We paid for it once in high school. Why do we have to pay for it again?" completely overlook certain demographic factors. I would much prefer the word development. Everyone is somewhere on the developmental continuum on the basis of reading, writing, and analyzing related learning tasks.

Community services is another confused ideal. What do we mean by community services? Does that mean we do everything the community wants us to do? We need to clarify that. One of the great ideals of adult/continuing education and community service is to let the curriculum flow into the community and let the community flow into the curriculum. But that does not mean we try to be experts in everything. One simple thing I have learned since being in Washington, D.C., and looking at the nation as a whole is that American community colleges cannot be pinpointed as any one thing. And that is the genius of American community colleges — they are all different. Every college that I visit has a bit different personality, a bit different complexion. They are serving and representing different communities.

Let me share a model with you. I would like to see us base the goals of our institutions upon the life roles of individuals. This would be a true student-centered focus. The first life role would be that of a learner. When I was a state superintendent in Oregon, we adopted a new set of goals for that state. I am probably more proud of that effort than anything I have ever done in my professional life. The main reason that I am proud of it is that we condensed the goals to a half-page. When I first saw them, they were about thirty pages! We said the first priority function of the public school is to help a young person develop the competencies of a learner. That ought to be what we are best at doing. We drafted such a goal statement, but every time I looked up it would be gone. One day I said to the committee, "Why are you trying to eliminate the role of 'learner'?" They said, "Well, you know that really is not a life role. We do not know how to deal with that." The number one priority in a community college ought to be to help people develop the competencies of a life-long learner. If we do that, it would help us to sort out some of these issues that we call remedial. How much time do we spend helping people develop analytical skills, the lack of which is one of the foremost problems in our society?

The second role is wage-earner. In the vocational/technical education areas, we have done a great deal of such training, but we need a still stronger emphasis. We need both a strong college transfer program and a strong program of occupational preparation.

Certainly the direction of the 80's and 90's will be toward technology. That is where the jobs will be. I sat by the vice-president of General Motors in a recent meeting, and he told me, "We are going to bring in fourteen-thousand robots in the next five years. We let a contract for that and those fourteen-thousand robots will put twenty-eight thousand people out of work." But, here is what struck me. We will have to train a whole host of people because even though it put those twenty-eight thousand people out of work, it is also going to create forty-thousand new jobs! Think of the computer impact on our society. The computer put a lot of low-skilled and unskilled people out of work. Then what did it do? It required programmers, analysts, machine operators, machine technicians, a whole host of new kinds of occupations that did not even exist twenty years ago. We will see much more of this.

We are facing the most massive retraining program this country has ever seen. From the research I have been doing, we educators are facing a vast retraining program to help people move from low or unskilled work into skilled work. We at AACJC have a paper called "Putting America Back to Work" in which the role of community, technical and junior colleges is outlined. I am trying to convince Congress that they really ought to write community colleges into the CETA Act particularly, because it is aimed at retraining in the whole technical area.

The third role is that of the citizen. Ernest Boyer of the Carnegie Foundation is giving this a lot of attention, and you are going to hear a great deal about it. If we could have focused more on what competencies were required to function in our society as a citizen, it would have helped us to sort out a number of things. I had a little piece of property that I wanted to have rezoned. I took my request before the planning commission and told them what I wanted to do. Then the planning commission told me what I could do with my piece of property; and then I told them what they could do with their decision. It was an interesting exercise in citizenship. In Texas, the idea of a planning commission is rather foreign where we have the western fronteir idea. Within an urban society, it is important what I do with my piece of property. Yet how much do people know about things like planning commissions, the justice system, the police department, property taxes, taxes of any kind — the things we deal with every day of our lives?

One of the problems is that we focused on the wrong model. We focused on college transfer or vocational or technical education when we should have been focusing on competencies required to function in a modern society. I challenge you to ask yourselves, "What am I doing in my classroom to help people develop the competencies they need to function in this society?" This is a different society than existed when the original university curriculum was developed in the early German universities in 1400. The question of competency should be at the root, at the base of what we are doing.

Another competency has to do with being a consumer. This is a tremendous problem in our society. I am not just talking about shopping but every aspect being a consumer. I am a father, a husband, a consumer, a citizen, a wage-earner, a learner. I carry out many roles at the same time. And carrying out these roles and being able to cope in our society requires different kinds of competencies. One's role as a family member is crucial. What is our curriculum doing about helping people understand and cope with the divorce rate in our country, or the breakdown in family life? What is our curriculum doing to help solve the "inter-group human relations" in our country? What are the applications? Do we have any knowledge or any expertise that we can lend to help with the more volatile issues facing our country? The bottom line is this: Do we help our students apply what they have learned in life? Real life as they must live it? Do we apply what we know about how people learn? These questions provide a kind of congruence test.

The second part of this template is vitality, vitality of the administration and vitality of the faculty. Is there a search for excellence on your campus? What has your academic senate done about improving teaching? What has your college done about nourishing a caring, teaching, learning environment? I underline caring. Is there a relentless search for a better way on your campus? A noted Israeli psychologist has found that he can raise IQ's by many points if the student knows the why of his learning. He has moved people from the ninetieth to the one hundred and tenth category by simply applying the why of learning very carefully over a period of time. Victor Frankl in his little book, Man's Search for Meaning, says that if you know the why you can endure almost any how. I think we can apply the why to our teaching. Benjamin Bloom at the University of Chicago has concluded that by testing more often, by careful construction of the test, and particularly by testing for learning rather than for grading, you can greatly increase learning. What is your academic senate doing about this? Are they discussing that?

I think another aspect of vitality is the college-wide environment. Ask yourself a question. Is there a collegial environment on your campus or would you call it more a conflict environment? Has anyone on your campus ever bothered to ask this question? When I left San Joaquin Delta College just a year ago, I did exit interviews with a number of staff because I wanted to give the next president and the Board a report. It was an enjoyable exercise. The only thing I regretted was that I had not done it five years earlier.

I had informal meetings with faculty members, with classified workers, with administrators. One of the questions I routinely asked was, "What do you wish I had done that I have not done?" Of course, they knew I was leaving so they said what they wanted to — and it was fascinating. They asked some of the same questions I raise here. They wished we had talked more. Also, we were in the middle of collective bargaining. In my experience, the industrial model of collective bargaining has been one of the most debilitating things that has ever happened to higher education in America. I don't know that we have to throw it out, but we certainly have to revise how it works. It sets up an arbitrary, adversarial conflict relationship. On our campus I saw good friends in the faculty become enemies. I saw that some of the people I loved and trusted would not speak to me as I walked across the campus. What are we doing to create a collegial atmosphere, to say "Hey, this is not right. This is not working for us. It is destroying the place." Can we create a collegial atmosphere in a collective bargaining environment? I think we can, but I don't think we have sat down together to ask ourselves how. That was an interesting question we pondered during my exit interviews, and even the faculty said they should have been asking themselves these questions. Why do we allow this kind of conflict? Why haven't we really worked harder at building a collegial atmosphere?

There are a number of new approaches in this business of staff vitality. It is a pressing issue in community colleges. If we are going to retain that spirit, that sense of zeal, that sense of enthusiasm that has been the hallmark of our effort, we have to look at some new approaches in the whole staff development area. For example, I would like to see us take a new look at sabbatical leaves, possibly considering six-week leaves. We need business and industry professionals moving in and out of colleges on a short-term basis as opposed to the time-honored semester-long or year-long leave. I tried that in our college, but it got all tied up in collective bargaining and other issues. It was being traded on and off the table for other things. That's no way to solve the problem. We have to get to pull some of those things out of the collective bargaining environment and discuss them in an academic setting, a collegial setting, as opposed to an adversarial setting.

Let me move to the final issue, student-center focus. This is really a slippery question, but let me ask you: Do we meet our students at the point of their need? That is, noun "need" not verb "need." Or, do we meet them at the point of administrative need? Do we meet them at the point of faculty need or someone else's need? We must concentrate on meeting our students at the point of their needs. This is a very tricky issue for all of us, and we are all guilty in this area. I am as guilty as anyone of meeting the students at the point of administration's needs. We did things for administrative convenience because it was easy to do. Why do we have semesters and quarters? We know people aren't eighteen-week learners. Some are, but some are twenty-two week learners and some are fourteen-week learners. One thing we have learned in educational research about teaching and learning is that people differ in the speed with which they assimilate knowledge and yet we have not really accommodated that. Instead we treat them all like they are eighteen-week learners, or make them fit whatever system we use.

Of all our programs in community colleges, I am most concerned about student services programs. This year for my graduation speech called "The Heroic Individual," I asked colleges to identify five or six individuals in their graduating classes that have overcome a great deal of adversity. I then built my graduation

speech around those individuals. I introduced them and told a bit about them and how they had overcome a great deal of adversity. Every graduating class has tremendous human interest stories. But let me tell you my experience. Many of the colleges had great difficulty identifying those individuals. I was visiting one college, visiting with the president, and there happened to be a newspaper reporter who wanted to talk to me about what I was going to speak on that night. When I told him he responded, 'Oh, that's a great approach. I know a man in that class who is blind. When he was fifty-three years old, he was put out of work by a local company. He went to college and is getting his associate degree as as computer programmer." He was ecstatic about that. I call that overcoming adversity. I dug out my speech, looked through my list but did not see that man's name on my list. The college president did not know him. That has happened to me too often since I began giving these graduation talks.

Often student services staff do not know the students well enough. Faculty members know them. There is too great a distance between those in student services and those on the faculty. I don't know how to bridge that gap, but I really think we ought to talk about it. It is one of the weaknesses in our business. How do we bridge the gap between those who are involved in student services and those who are faculty members? I have advocated that no one ought to be involved in student services who doesn't teach. They all ought to teach, if not all the time, then as often as they can. We have put too great a distance between student services personnel and faculty, and we need to bring them back together in a cohesive way. That is another challenge I would give to our colleges.

I am really angry over some of the stories I hear about problems in transferring credit. Last year I heard of one of our students who graduated in drama from a Bay area community college. She had transferred to San Francisco State University. She came back one day as mad as hops and said, "I've had to take over a whole year because of you folks." "What do you mean you had to take over a whole year?" She said she had gotten to San Francisco State, and they said her program was inferior, that she had to take over a lot of the same courses she had taken here. She was an A student. When I checked further she did have to take over some of the same courses with the same textbooks. Now what kind of nonsense is that? Are we really student advocates? Is the student really the center of our focus when such things happen? I see this whole problem of the transfer of credits worsening, and I think student services must play a major role although all of us have some responsibility in this area. Faculty senates have an important responsibility to speak out against that sort of nonsense. A great deal of work needs to be done in this area.

And yet, after all, the most debilitating phrase is, "It won't make any difference." You are here today because you are challenging that phrase. You do make a difference. You have made a difference. You are going to make a difference in the future. The cadre of all of you who are master teachers can change the face of the American community college movement as it relates to creating opportunity with excellence. And I am counting on you to do it.

The Need for Excellence in College Teaching
John R. Roueche

I have gathered a cluster of thoughts today to help us focus on what great teaching really is. At our first conference four years ago, as we talked about professional growth and development in higher education, one of our presidents in attendance remarked, "You know, what really bothers me is that most educators don't know what they don't know." I have never heard a more profound statement about the state of the art in American education. Most of us have been so narrowly prepared, as is the bent of graduate education, that we have learned more and more about less and less until finally we know a heck of a lot about hardly anything. We really don't know what we don't know!

In fact, I'm convinced that most teachers don't know how to perform well in the classroom. They know and like their subject matter. They are usually well-prepared in this critical arena. They are frequently excited about teaching this content, but they don't know what to do once they get into the classroom. They fall back on old patterns which are often ineffective. I would describe a good teacher as one who knows what to do but often doesn't apply that knowledge. In contrast, a great teacher is able to do what he knows works.

What are the qualities of great teachers? There are at least five I want to share with you.

I. Great teachers are able to build active involvement with learners.
II. Great teachers create learning environments where students want to be.
III. Great teachers practice what they preach. They model the qualities they wish others to integrate into their lives.
IV. Great teachers use appropriate reinforcement strategies.
V. Great teachers demonstrate professional commitment to teaching and learning.

All of these qualities are important. Commitment, of course, must be at the heart of great teaching. It is at the highest level of the affective domain and is a quality possessed by a self-actualizing person, by one you can trust. It is a quality devoutly to be wished for in our profession.

Each of the qualities I have named is important but it is logical to first look at ways to actively involve students. William Glasser reminds us that if we ever want to establish trust, if we ever want a person to be influenced by us, the first step is to make friends and show personal interest. As you know, one of my basic teaching imperatives is for the instructor to learn the names of all students in the first day of class. Before you talk about what is to be covered in class or before you introduce content, learn the names of your students. This is not a new idea. Rousseau observed two-hundred years ago, "In order to teach French to Johnny, it is imperative that the teacher first know Johnny." Building involvement, showing interest, taking time to find out who your students are is a critical, first step. Let me illustrate this quality with a very personal example.

Last year my son Jay and his best buddy, Derek Baker, my colleague George Baker's son, came home from school in the middle of football season telling us that they were going to take a course in music. Now, Jay Roueche is a football player, as is Derek. Jay also has an older sister, Michelle, who is a talented musician. So Jay decided not to take piano lessons. He even decided he didn't want to play the electric guitar. You can imagine my surprise when as an eighth grader — that grade of all grades — he came to tell his father that he was going to take a course in

music! I called George. I thought maybe the fellas had suffered a heat stroke at football practice. As it turned out, neither of us knew what to make of this unusual behavior, given all we know about how children map out their lives.

I don't remember much about their first concert, but as I listened I became aware that half the football team was singing in the choir. I saw the coach and couldn't resist asking, "Coach, why are all the football players in the choir?" "Well," he said, "you need to know something about our choir director. She was out on the football field the very first day of practice. She carried water buckets to the players. She knew their names and their numbers! She cheered them on. So when she asked the team to participate in the music program a lot of them signed up!"

Jay came home right after Christmas and said, "You know, Dad, I am going out for a play and I'm going to take a drama course."

"What?"
"Derek and I are both going out for this play. It's Annie Get Your Gun."
"But Jay, that is a musical!"
"I know, Dad."
"But you'll have to sing on stage in front of all your buddies!"
"Mrs. Russell said she thought I could do all that."
"What part are you going out for?" I asked.
"The lead!"

As it turned out, both Jay and Derek Baker landed leads in the musical. They performed six nights before sold-out audiences. The experience developed confidence in them and taught them in powerful ways what their fathers value.

Last July, when Jay turned 14, we offered as usual to let him invite anyone he liked to his birthday dinner. Normally he asks a group of guys from the baseball or football teams. "Would you like to get Derek, Larry Scott, and some of the guys to go?" I asked. "Dad, if you don't mind, this year I would like to invite Derek but also Mrs. Russell and Coach Salsado to go to dinner with us." He invited them and they came. I have thought so many times how remarkable it would be if every student in the eighth grade had two teachers that showed that kind of interest and expressed that kind of concern.

The second quality I will discuss is equally powerful. It is the ability to create a learning environment where people want to be. Our behavior in the classroom is the key to that. This environment involves more than facilities, space, or color. We have good physical environments in most of our colleges, but my concept really revolves around teaching behavior!

The overriding goal of the modern university when it was first established in Italy was neither education nor training. The overriding goal was celebration. We have a few vestiges of that approach left today in music and art. Don Rippey and I go to every football game that The University of Texas plays, but we have often said to each other that we would go if there was no game, just to watch the band perform. The precison, quality, and commitment of those young people performing and celebrating is exceptional. As for the football players we admire, if a young man who runs on the field with 80,000 people singing "The Eyes of Texas Are Upon You" doesn't want to play football, no one is ever going to motivate him. Celebration is still a major human goal.

Even if we don't have 80,000 people watching us, and we don't have a marching band to introduce us, we have to have that kind of celebration about our work. If we aren't excited and enthusiastic about what we are doing in the classroom, everyone in the room will know. It is crucial that the teacher exhibit tremendous excitement

about the process of learning. Drumheller stresses that every time you walk into a classroom you need to ask yourself two powerful questions. First, am I teaching anything of use to anyone here today? Second, am I teaching anything today of interest to anyone here? Drumheller suggests that if you get two "no's" to those questions, you will be ineffective. This is especially true of low-achieving students who are not able to set long-term goals. They do not know how to apply the principles of delayed gratification. Drumheller goes on to describe this problem in education as a tendency for teachers in our schools and colleges to teach content of interest and value to them rather then of interest and value to the learners. We must modify our old image of students and embrace the newer concept of adult learners.

I believe an administrator's function is to facilitate teaching and learning. Everything else is secondary. What an administrator does must reinforce commitment to quality and excellence in the classroom. If you have a good environment, a college that is committed to quality generates a special kind of excitement. I regularly share with my colleagues a justifiable pride in being a part of The University of Texas and the College of Education. The April 27, 1982, Newsweek featured a story titled, "Why Johnny Can't Learn." There is a section, "Teaching Teachers to Teach," in which the writer offers this analysis:

> Education schools have always been the slow child of academia, affected by fads and tongue-tied bureaucrats. Teachers colleges too often prove the rule that those who can't teach, teach teachers. Many education educators have long seen the need to break out of their tenured habits. Perhaps the best effort has been made by The University of Texas at Austin which has set out to prove that money, video-tapes, and practical real-world experience in the classroom can turn almost any aspiring young person into a decent teacher.

I am not involved in undergraduate teacher preparation at The University of Texas at Austin. But I am excited to know that I have colleagues in my college who teach in ways that are nationally recognized as excellent. A recent Time article was a further source of pride, saying,

> The master builders of Austin are turning their energies to human resources. Fund-raisers are trying to endow a hundred more chairs in order to recruit more first-class scholars and teachers. Several graduate programs are already formidable. The Schools of Education, Business, and Law rank in the top ten.

Pride is something you cannot take away or deny. The community college I think of that has the concept of pride in hand is Triton College in Illinois. Triton administrators can answer my tough question. They know how many students who began the fall semester also completed it successfully. They know how many students re-enroll for a second semester. Phoebe Helm's developmental education program there has documented its success with low-achieving students. Their record of student retention and achievement through degree completion is outstanding. My theory is that excellence builds that kind of pride; and that pride, in turn, builds a positive learning environment for both teachers and learners.

The third quality I see as an attribute of excellence is the ability to model the behavior you wish learners to acquire. Dale Parnell spoke of congruence as a valued attribute of educators. I, too, value congruence because that kind of consistency is the essence of modeling. I encourage teachers to see themselves on video-tape. Although it tends to be a humbling experience, the tape tends to reveal how well you

integrate what you say and do. You will see whether or not non-verbal behaviors, facial expressions, and voice quality convey the desired message. I believe the most powerful behavior in the classroom is non-verbal.

Educators frequently ask me, "Do you think administrators should teach?" I respond, "Only if they are excellent teachers! Only if they will devote the time and energy needed to teach effectively." If administrators are going to have any credibility when they challenge teachers to improve, they themselves must model competence. In the College of Education at The University of Texas, we are blessed with a dean who models excellence in teaching. Dean Lorrin Kennamer has several teaching excellence awards on display in his office, awards given to him throughout his teaching career. He still teaches a large undergraduate section every semester, and since he is a master teacher, when Lorrin Kennamer talks to the faculty about teaching excellence, he has credibility. His messages are powerful. He can practice what he preachers.

The willingness to listen shows a teacher's congruence. Earle Koile, a distinguished member of our education faculty, has recently completed significant research on listening. He identifies teachers as poorer listeners than physicians, although physicians are a close second. My colleague Don Rippey is a skilled listener. Carl Rogers would say that he manifests empathy. What better way to model behavior?

Larry Haskew, another colleague, who is now retired, taught me a great deal about teaching. He listens to students in an entirely different way, but the congruence is just as obvious. Our graduate program's doctoral class of '72 has a tenth year reunion today. I thought back to a block of courses I team-taught with Dr. Haskew when these students were first encountering graduate work. When they got their first papers back, Dr. Haskew had typically written more back to the students than they had written for him! He not only pointed out strengths and weaknesses, but he heard everything they had to say to him. Since he had learned to deal with the thought processes of his students, no student doubted the integrity of his response.

Dr. James Kinneavy, a distinguished professor of English here, has a national investigation underway which examines writing assignments and comments teachers write on student papers. As he begins the final year of his three-year study, evidence shows that most of the comments teachers write on student papers aren't helpful. They are generally negative, even caustic, and certainly de-motivating. Most comments deal with mechanics and structure, with teachers typically writing "No!", "Minus 7," or circling misspelled words in red.

Some of the unintended outcomes of our own studies bother me more than Kinneavy's findings. We are finding that very little is written on student papers beyond the first two or three papers and that teachers outside of English — in history, biology, or health sciences, for example — are giving "A's" and "B's" for papers that are illiterate. When an instructor makes an assignment, she should be making a commitment to read every word the student writes so the student has no doubt that her paper has been thoughtfully, considerately, and fully read. This is good listening!

Master teachers provide appropriate reinforcement. This is the fourth quality I wish to address. They use reinforcement to encourage responsible behavior. They use reinforcement to encourage learners to succeed in an academic environment. Unfortunately, learning what not to do in no way leads a teacher to know how to teach effectively. It is important to tell students what is good about what they are doing. Doris Weddington, a gifted teacher of developmental English at Central

Piedmont Community College, often found on a first paper from her students that the only thing she could praise was as good, straight, left-hand margin. So early in the semester she would comment on how important her students' left-hand margins were!

Most people behave in ways that earn them some kind of reward or recognition. They respond to positive reinforcement, to people who can point out what they do well. But not all people will respond to positive strokes. I need to make clear that I don't believe in tolerating bad behavior in the classroom. The task of a teacher is to be in charge, to be in control. A student needs to know that an instructor is confident. The tone of voice, the ability to establish eye contact, these things communicate confident control. An audience takes its cue from the person in front of the room. A teacher's commanding presence builds respect.

Commitment is the final quality I want to consider, one master teachers must possess. Last year I spoke to the California community college administrators about the need to build more commitment on our campuses. As I finished, a young man in the back of the room stoop up to say, "You know, I am really bothered by what you said today. I enjoy teaching, but teaching is something I devote forty hours of my week to. I also jog. I like to sail. I like surfing. I have other interests. I see teaching as a job, but you see it as a commitment." All I knew to say to him was that if he was not willing to pay the price to be committed to his profession, he would never make the kind of impact that makes teaching truly significant.

My sensing is that over the last twenty years we have lost much of our commitment in the teaching profession. I was recently in Fullerton, California, where the day before the local teachers' union presented its demands to the Fullerton School District board for the next year. The demands were listed on the first page of the Fullerton newspaper. I clipped the news story and kept it. The top priority for the next year was the stipulation that no teacher should be expected to spend more than 20 minutes a day grading student papers! Think about the image that creates in the community. Think about how it affects trying to establish credibility with taxpayers. Think about what that says if you are trying to convince parents to care about quality education for their children. The kind of teaching that you who are here represent can't be measured in minutes. My good friend and colleague, Larry Haskew, reflects his constant commitment to teaching. Although he went off the payroll at The University of Texas several years ago, as he reached the mandatory retirement age, we couldn't get him out of his office! He still comes to work at 7:30 a.m. When others are leaving, he is still there. He continues to direct dissertations and is still trying to help graduate students learn to write well. He reflects the time and effort of commitment.

Commitment must also be to outcomes, to achievement. When I came to The University of Texas twelve years ago, Dr. C.C. Colvert took me aside for a chat. First, he welcomed me to the University. Then he pulled out a mimeographed sheet of paper which went back to the 1940's. "Here are all the graduates of the Program in Community College Education who have completed their degrees here." After that had registered for a moment, he continued, "If graduates have died, we know where they are buried." That made an instant impression. It was the first time in my life I had seen a program leader take pride in knowing what happends not only to his best students but to all his students. Dr. Colvert then continued, "You know, John, we have turned out more presidents of community colleges than any other university. In fact, we have turned out more than twice the number of our closest competitor." When I pressed him for a why, he simply said, "It's because that is our goal."

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A clear sense of "outcome" is so important. Every teacher ought to know what happens to students in her classes. Every college ought to know what happens to students when they leave college. We have been process oriented in education for so long that we simply assume the value of our process! But if the results are not excellent, then I have serious questions about the process.

A few weeks ago at our National Conference on Develpmental Education, I asked this question of registrants: "Can you tell me about your college's retention rate? How many students complete the freshman year?" Only a few out of 350 could furnish me such data. Most said they did not have that kind of data available at their college. Contrast that with my meeting on the last day of the conference with the manager of the local conference hotel. While I was there, I asked him if he would mind answering a few question.

"What is the occupancy rate here on a Tuesday night?"
"Seventy-three percent."
"What is the average length of stay at the hotel?"
"Three nights."
"How much money does a person spend in purchasing food?"
He knew.

In most professions, those who administer, direct, and lead can tell you about outcomes. We have a long way to go to reestablish education as a profession, but I believe we can!

My hope for you as you leave today, and my hope for all of us, is summarized well in T.E. Lawrence's words:

All people dream: but not equally.
Those who dream by night
in the dusty recesses of their minds
wake in the morning to find it was all vanity.
But the dreamers of the day
are dangerous people, for they may act their dreams with open eyes
to make it possible.

My dream for you is that you go home to become dangerous teachers. Make learning significant in your college!

A Summary of Conference Themes
1982 Steering Committee

The theme of the 1982 Institute on Staff Development was "Promoting Great Teaching: A Professional Development Imperative." Have you stopped to ponder the scope of such a theme — its intensity? It fills one with awe by its very breadth. But we all know John and his NISOD staff ... they Roueche in where wise men fear to tread!

The registration packet for the conference contains an Institute goals statement. In the introductory remarks, emphasis is placed on information sharing and professional collaboration — the idea being that what works for some people in particular contexts will work for others in similar contexts. Or, perhaps, ideas can be adapted to work in new situations.

It is through such professional collaboration that we offer the adoption of the ideas presented here as we have adopted the ideas of still others. We at this Institute share the same goal: promoting excellence in teaching. The presentors have generously offered us the use of their ideas in our efforts to reach that goal.

The charge of the Steering Committee was to identify and summarize the essential issues discussed at the 1982 Institute. The Committee identified an interlinking chain of seven main topics — topics that begin with identifying the distinguishing features of the new student population and end with describing how college administrators can provide an environment that will assure transfer-of-learning for these students. The seven sub-themes are:

1. the new student population
2. meeting student needs
3. specific classroom techniques which work with this new student body
4. new technology — changing tools
5. personality as it affects great teaching
6. creating opportunities for self-renewal
7. ways in which administrators can support great teaching

The New Population

We are dealing with a new client, a new population — one that is saying, "Do something for me." This population is involved in the lifelong learning mentioned by Dale Parnell, President of the American Association of Community and Junior Colleges, during this conference. Lenz defines lifelong learning as those programs intended to affect the knowledge, skills, and attitudes of persons who have left the traditionally-sequenced educational system. Dr. Parnell stated that because of new technologies we must begin to help the unskilled worker become a skilled worker. Lee Noel, Executive Director of American College Testing, presented statistics that revealed the uncertainty felt by many students — the college-going age has increased (the average ages of some community colleges represented here are 26, 27 even 34 years of age), drop-outs are becoming drop-ins, and we have an untapped adult market looking to the community colleges for opportunities for retraining. However, as this older market uses a cost-benefit approach to education, they carefully weigh what they put into a program against what they get out of the program.

K. Patricia Cross identified another necessity for colleges facing this new student market: the building of linkages with other providers of education. There must be a partnership between colleges and business and industry. At a recent conference representatives of the private sector stated that if the community colleges do not meet their needs, they themselves would enter the education business to retrain their workers to their specifications.

Some of the programs presented here, such as the PLACE program in St. Louis and the Austin Community College Instructional Television program, illustrate a variety of ways to meet the needs of senior citizens, the disabled, and the full-time worker. If these diverse populations are unable to attend traditional classes on campus, then colleges must meet their needs in other ways. As Dr. Cross has reminded us, faculty members who would be Great Teachers must understand and reach out to the real world beyond the classroom. They "must have a personal and professional commitment to their particular piece of the action in the Learning Society."

Meeting Student Needs

The demographics of the community college population are changing. In addition to the shift in average student age, there is a corresponding change in student needs. Great teaching is one way for us to meet these new needs. Dr. Parnell identified student centered focus as one characteristic of great teaching. The challenge to both faculty and administrators is to recognize student need and then to develop appropriate ways of meeting and satisfying this need. Several presenters at this year's conference have illustrated various ways their colleges are meeting this challenge.

James Sodon, St. Louis Community College - Florissant Valley, has developed a successful liberal arts package for full-time working adults who would like to earn an A.A. degree but who do not have the time to attend class four nights a week. The program, known as PLACE, offers its courses at times that are designed to avoid work conflicts: one evening class, one television course, and a weekend conference held four times during the semester comprise the course blocks that help students to meet degree requirements more quickly than attending college part-time.

Ron Brey, Austin Community College, cited instructional television as a means to bring the classroom to disabled and senior citizen students. An added benefit of instructional television accrues to the reticent student who feels threatened by the traditional campus environment. Lester Reed, Greenville Technical College, presented another way to reach the student who resists responding in a group learning environment: computer assisted instruction that allows students to respond individually. John Brockman, Bee County College, uses computer assisted instruction as one method of providing students with the opportunity to review and practice course content at the student's convenience.

Winona Sorrells, Valencia Community College, has matched diverse student learning capabilities by designing self-paced instruction in which students can receive individualized laboratory assistance and can complete courses within individual time frames. Henry Torkelson, Iowa Lakes Community College, meets the time needs of his students by starting his teaching day at 6:30 a.m., leaving the afternoons free so that students may work.

These examples represent only a few of the ways technology, scheduling, and faculty involvement can meet the diverse and changing needs of the community college student.

Strategies for Great Teaching

In the final analysis, it is what happens in the classrooms of community colleges throughout the nation that provides the opportunities for excellence. It is in the interaction of the teacher, the student and the course content that the necessary factors for success in learning reside. And, since the responsibility for establishing a supportive learning environment rests primarily with the classroom instructor, it is appropriate that one major theme of this conference was that of strategies for great teaching.

The specific methodologies and strategies exemplified during the conference reflected criteria established by the major speakers. Dale Parnell called for approaches that are student-centered and that meet the needs of students. Lee Noel cautioned us to maintain standards in the classroom and to provide the content relevance that tips the balance of the cost-benefit equation, permitting students to receive full value for the time, money, and energy they are expending. Wilbert McKeachie, University of Michigan, cited four student-based criteria for good teaching: (1) stimulating interest, (2) providing clarity, (3) showing knowledge of the subject matter, and (4) exhibiting enthusiasm. The presentations by Master Teachers illustrated several of these criteria.

Teaching techniques presented included the use of humor, ways to meet students at their point of need (academically and psychollogically), ways to illustrate difficult conceptual information, and ways to ready students for the world of work.

Claire Weinstein, The University of Texas at Austin, and DG Wilson, Mt. San Antonio College, exemplified the use of humor to maintain listener interest and to portray oneself as human. Aileen Yim, Winward Community College, developed a "Guinness Poi Bowl" for teaching vocabulary based on culture-laden vocabulary and on the Guinness Book of World Records. The program brings students into the learning environment through information that is familiar and relevant to them. Students in the Appalachian area served by East Tennessee State University found new respect for their heritage and developed new skills in research and writing through the artifacts project developed by Mary Johnson. Janet Velazquez, and an associate at Community College of Denver-Auraria, developed an Anatomy and Physiology laboratory in which activities were centered on the student's own body and on such materials as students' own X-rays and biopsy slides. Since students were the subjects and the suppliers of the lab materials, the information base of the course was immediately more relevant.

Personal prescription programs reported at the conference included a Basic Skills Laboratory developed at Valencia Community College by Winona Sorrells in which students are given assignments according to their individual needs and a contract grading system used by Sam Loliger at Niagra Community College that permit students to establish and reach individual goals. Alternative ways to deal with difficult conceptual material were illustrated by Robert Hurrey, Delgado College, who helps students to understand the limitations of computers by having them role-play computers and their functions and by Russ Richardson, Texas Southmost College, who uses political cartoons to illustrate difficult concepts as well as to teach students synthesis and evaluation. Finally, Genell Kelso of El Centro College involves students in live field research and in audio-visual composing in composition courses.

Still other presentations dealt with specific issues of standards and competence. Pat Woodbery, Valencia Community College, helps students over the shock of going from responsibility for one or two patients while students to fifteen-patient case loads as practitioners by a mentoring systems in which students share patient loads with practitioners prior to graduation. Bart Herrscher of the University of Houston addressed the importance of competency based programs to assure both standards and student retention.

The sessions that addressed the issues of learning philosophy and strategies offered not solutions, but challenges. Claire Weinstein discussed her research regarding congitive information processing, active study skills and self-management — al' essential to student learning. The strategies for building these into the classroom remain a challenge. Larry Carter, Mississippi County Community College, reminded participants that seventy percent of our students are sensory learners, while seventy percent of the faculty tested scored high on the intuitive scale of the Myers-Briggs Personality Type Inventory. This difference presents

another set of challenges. Dale Parnell, Richard Johnson of Exxon Corporation, and Wilbert McKeachie all emphasized that student participation through both talking and writing increased learning, especially at the higher cognitive levels. The challenge is to build the factors that we know to augment the learning process into the classroom.

The success of this conference was not only in answering some of our questions, but providing ideas that can be adapted on our own campuses and in challenging participants to solve the problems in education today.

New Technology: Changing Tools for Teaching

A significant contribution to this conference was the emphasis on the availability and application of new teaching tools. Indeed, several session presenters suggested that technological aids such as computers and word processors could no longer be perceived as optional teaching equipment, but must be recognized as mandatory and basic components of instructional programs. Richard Johnson proposed that all teachers must become adept at computer-assisted learning techniques and he suggested that the greatest deterrent to student use of such innovations is the teacher who, through fear or indifference, fails to master the basics of data processing. He strongly urged teachers to open their minds to the realities of this computer age, to increase their understanding of new technologies, and to move forward to proficiency in this field.

The Degrees of Reading Power (DRP), another noteworthy technology for teaching, was presented by David Bauske of The College Board. The program promises to enable teachers to measure, by criterion-referenced assessment, the individual student's reading abilities by determining, on a prose difficulty scale, the hardest text that she can read with comprehension.

Of course, using new tools will not solve teaching-learning problems if teachers forget the human side of the education business. Lee Bolin, Pikes Peak Community College, shared the story of a blind student who overcame his disability to become a lathe operator. Mr. Bolin encouraged teachers not to underestimate the abilities of the disabled, but instead to try innovative techniques to help them learn. Pilar Castillo, Houston Community College, demonstrated techniques to develop trust among intercultural groups. Her techniques have application not only for the student-teacher relationship, but for the administrator-instructor-staff relationships as well.

Personality As It Affects Great Teaching

Perhaps the easiest theme to recognize and the most intriguing to consider deals with personality characteristics of great teachers. It might be helpful to identify those that were most often mentioned:

- enthusiasm about teaching
- knowledge and competency in subject area
- stimulating and lively presentations
- organization
- willingness for self-disclosure to make the teaching-learning process more personal
- interest in improving the quality of teaching and learning
- willingness to devote time to students outside the classroom.

In addition, Marketplace and Masterwork sessions gave us the opportunity to see some applications of these characteristics:

- Sam Loliger's sensitivity to student feelings and his creativity with assignments
- DG Wilson's emphathetic efforts to reduce student anxiety
- Roger Camp's creative assignments to teach practical, life-long skills and to improve the quality of learning

- Henry Torkelson's commitment of time to students outside the classroom
- Robert Hurrey's use of modeling by sharing his personal learning style, revealing his difficulties and failures
- Mary Johnson's high risk, adventurous attitude about student projects
- Claire Weinstein's knowledge of subject matter delivered in such a comfortable style.

In the future we might consider how these characteristics can be identified in ourselves and others and what can be done to develop and renew these characteristics in ourselves and others.

Creating Opportunities for Self-Renewal

How can we as teachers experience self-renewal? If morale is at an all-time low, what can we do to revitalize our personal energy so we will want to maintain our successful strategies and actively seek and use new techniques and innovations?

At this Institute we saw Janet Velazquez express renewed enthusiasm for teaching in her anatomy and physiology lab. After initiating the use of the student's own body as a teaching tool, she no longer turns over the lab classes to a teaching assistant. Larry Carter told of faculty who, as part of their personal development, take the Personal Development Course designed for students. There faculty re-examine values and goals and consider milestones in their personal and professional lives.

Colleague support systems provide yet another avenue of self renewal. Lee Noel suggested sharing successful teaching strategies, thereby creating a support system among colleagues. Dale Parnell proposed define and model.

Dale Parnell, for example, has urged us to build a collegial rather than an adversarial environment. The foundation of this environment would seem to be trust. Perhaps we could build such trust by increasing the congruence between what we administrators say and what we do.

Pat Cross defined quality as a match between an individual and the teaching resources of the institution. Perhaps one task of the administrator, then, is to elicit, develop, and utilize the talents of our Great Teachers. John Roueche is an excellent model for this role.

The third role, the administrator as model, was addressed by Wilbert McKeachie. He referred to modeling as the most potent variable in motivation and learning. It would seem that it might also be the most potent variable in administration. As a model, the administrator might find herself encouraging (1) student, faculty, and administrator interaction, (2) teacher diversity to try and meet the needs of a diverse student body, (3) risk-taking so that more learning might occur, (4) faculty renewal or life-long learning and, (5) more "daytime dreams." As administrators we would spend more time listening, not permitting budgets and other matters to hinder us from knowing our faculty any more than a faculty would allow the grading of papers to hinder the adoption of new information, ideas, ideals, and materials. We might be seen as more enthusiastic and caring about both the profession and about teachers. We might find outselves applying Lee Noel's simplified cost-benefit formula to faculty or pondering the relationship between working toward a colleague-oriented environment rather than participating in a conflict-oriented environment. Enthusiastic teachers can be a positive, revitalizing force — we must recognize the accomplishments of our colleagues! Richard Johnson suggested that the teacher be viewed as "a national treasure." We can identify people on our campuses who are master teachers and recognize them as this conference has done so well. It is important, then, to make the community aware of enthusiastic teachers and their talents thus increasing public respect for our profession. Houston Community College, for example, sponsors faculty coffees to recognize the good work of teachers who have made contributions to their fields, thus offering rewards and opportunities for sharing at the same time. We saw other

revitalizing ideas from Roland Terrell's international faculty exchanges to Ed Biggerstaff's faculty internships in administration. The key is for us as teachers to be life-long learners too.

But questions remain: How much of the responsibility for renewal rests on the teacher? What is the role of the administration and faculty development staff in the revitalization effort?

The Role of the Administrator

At least three administrative concerns can be extrapolated from the comments of speakers at this conference. These three are builder, the four most dominant characteristics of student drop-outs (isolation, academic boredom, dissonance, and irrelevancy), and faculty burnout. We might find ourselves expecting, demanding, and rewarding excellence in teaching. Just as administrators want faculty who believe that students can learn and want to learn, faculty must want administrators who believe that faculty can teach and want to teach.

Lee Noel stated, "Each of us is either a stumbling block or a stepping stone." It is the responsibility of administrators to minimize the stumbling blocks and increase the number of stepping stones for faculty as they strive to be Great Teachers.

STEERING COMMITTEE

Millie Clark, Mississippi Gulf Coast Junior College

Phoebe Helm, Triton College

Paul Keating, Brookdale Community College

Ellen Korn, Jefferson Community College

Perry Orand, Austin Community College

Diane Seilo, Coastline Community College

Daniel Tedesco, Community College of the Air Force

Vince Zocco, Central Wyoming College

The Shadow Side of Teaching: An Analysis of Personal Concerns

Nancy Armes and Karen Watkins

Michael Lauderdale has defined "burnout" as carrying "expectations of our jobs, careers, marriages, our lives and discovering that reality is less than our expectations." In listening to teachers in our college network over the past four years, it has seemed to us that there are a growing number of personal concerns evident. These concerns often grow out of what seems to be a discrepancy between an ideal professionals carry in their minds of what should be and what in fact is. During our four years of work with the National Institute for Staff and Organizational Development, in listening to teachers in workshops and conferences and in questioning them in more formal ways on surveys and questionnaires, the following categories of personal concerns have surfaced. This is by no means a definitive accounting of these concerns; it is more our sensing of the shadow side of teaching - the side that deals with a professional's feelings as opposed to his skills.

THE CONCERNS

Time: A friend of ours says that time pressure is a moral category. Teachers certainly feel they are under difficult time constraints with papers to grade, committees to meet, life elements to juggle. They often do not feel there is enough time to teach. Basically, that means that there is not enough time to interact in meaningful ways with students, to push personal applications of content so that what is taught becomes relevant. At Princeton an interesting experiment was conducted with fifteen theology students. These graduate students were identified as having similar theological perspectives and career goals, and they were committed to the concept of pastoral care. The fifteen students were divided into three equal groups, and each group was told that it needed to travel across campus within a given time frame and take an important test, a test that would affect their course grade. The first group was given ten minutes to make the trip and begin the test. The second group was given thirty minutes. The final group of five was given three hours. Positioned en route to the testing center were drama students in obvious positions of neediness - physically distressed, crying. You can perhaps predict the results of this experiment. Of the five students who had ten minutes to make the trek, no one stopped to offer help. Of the five who were given thirty minutes to get to the testing center, two stopped. Of the five who were given three hours before they needed to start the test, all five stopped to administer aid.

If teachers are to be responsive in the learning environment, to interact with students, to really care, they must have time. Psychologist David Elkind has discovered in his research that children experience hurrying behaviors in their parents as rejection. Intuitively, teachers are aware that students also experience hurrying behaviors as rejection, they just don't always know how to avoid time constraints.

Money: College teachers often feel that they are not amply rewarded for their efforts. They see that their salaries do not keep pace with cost of living indices. They often moonlight. At worst, they experience a kind of smoldering resentment that usually accumulates over years because they value what they do and feel that their work is clearly not worth as much to society as they feel it should be.

Reputation: There was a time when saying you taught in college brought clearcut recognition. Although the profession is still a valued one, its positive impact is not as strong. There are a number of reasons for this. Over the last few years, the press' treatment of education has been at best a mixed accounting. Cover stories in Time, Newsweek, and US News and World Report focus on the poor skills of today's students. Such coverage influences the public regard given the teaching profession. Teachers need and want to feel respected for their efforts. If they sense their work is devalued, it affects their energy. Worse, their sense of self-efficacy - the belief that their efforts are successful - is undermined.

Significance: Because of some of the fallout of the first three categories, it seems to us that teachers are most regularly asking, "Does what I do matter?" If teachers cannot answer a resounding "yes" to that question, based on their experiences, then there is a dangerous tendency for a vocation to become merely a job. In our experience teachers most often gain feelings of significance from the students they teach. They gather great strength from even a few students' willingness to communicate both that they have learned, and that what they have learned has had a significant impact on their lives. In our commuter colleges with so many part-time students and so many students in a given class, there is less opportunity for the kind of interaction between student and teacher that speaks to these questions of impact.

The Future: The new director of the Fund for the Improvement of Postsecondary Education recently reported to a group of project directors, "When education lags, the nation's ability to adapt, to progress, and to compete is impeded. The greater the rate of change in technology and in the world around us, the more and the faster education needs to adapt. There is always a gap. If there were not, we wouldn't have the project directors. It is a paradoxical gap: education is that hope for the future which is always coming from behind."

The statement captures the apprehensions that dealing with the future may create among teaching professionals. With rapidly advancing technologies — the quickly-developing applications for the computer in educational settings to give one notable example — teachers have several gaps to close, some within themselves, before they can ever deal with the educational gaps they need to close for the public they serve. A number of theorists have compared the ability to change successfully with the ability to grieve successfully. Leaving behind an old way, beginning to learn a new, is an emotional as well as a mental process. There is a great deal that is exciting for we who are the teacher-translators for the society speeding toward new ways of doing things. We have the structures and resources for dealing with the future, but there needs to be some acknowledgement and more structures to more effectively undergrid the process of change. Kahlil Gibran images anxiety as a man who is dreading thirst while standing by a well full of water. Growing numbers of teachers are anxious about the expectations to be placed on them in the future.

DEALING WITH THE CONCERNS

Responses: The responses to these personal concerns also cluster into several categories. There is ESCAPE such as when teachers leave the profession or when they make the significant commitments of their lives elsewhere. If a teacher's major energies, creative drives, quality time are spent pursuing interests outside of teaching, then that person has escaped. A second but different kind of response is DISENGAGEMENT. A recent analysis of veterans of the women's movement chronicled their responses to frustrations that come from being deeply committed to an unfulfilled cause. Many of these feminists have found ways to disengage or perhaps to displace their energies. In essence, they have found ways to break the intensity of their commitment - they give money but not time, or they give time but not money. They give allegiance to feminist issues in their personal or public lives but not both. Or perhaps they even dissemble. They say to colleagues that they are committed in a way that they are not. These seem to be ways that teaching professionals overburdened personally about their profession disengage. There is a discrepancy between what they say and what they do. There is a tendency to go through the motions, not all the time, but some of the time. Perhaps the most serious concern about such disengagement is that it robs the teacher of the energy that comes from the student responses that inevitably follow from high-levels of commitment.

Restoratives: We have also given considerable thought to restoratives in our educational environments. The first we identify to be COMMUNITY. As a society, we are more and more hungry for groups to provide a network of support in our

lives. The prestigious pollster, Daniel Yankelovich, in cross-section studies of the American public for his new book, describes a significant dynamic in our society as the willingness to take risks. A second important dynamic he identifies is a developing "ethic of commitment" which assumes two forms:

1. a hunger for deeper personal relations
2. a yearning to belong to a community where people share common bonds.

He believes that risk-taking needs to be undergirded by meaningful relationships and that community structures provide a way to support risky, but worthwhile, ventures.

In her new book, Gail Sheehy identifies and describes adults who have seemed to move through life crises more successfully than the general population. She documents that in terms of personal need and fulfillment, community is important. In fact, one component of her pathfinder's profile is a strong, supportive network of friends. Among those 60,000 adults who completed her questionnaire, those who registered a high sense of well-being had about twice as many friends as those within the average range of satisfaction. Thus personal community seems to offer strength.

From community colleges comes a similar expression of the value of community. Recent data on community college goals collected by the Educational Testing Service from 1500 faculty members, administrators, and trustees clearly documents that the goal important to all groups and of paramount importance to faculty is college community. In the Goals Inventory to which these professionals responded, community is defined as "an environment in which there is staff commitment, open and candid communication, and mutual trust and respect among the various contingents of the college." Faculty indicated that though access to such a community was their top priority, it simply didn't exist, and the lack of it was a source of geniune frustration.

Teachers need to be able to pull together in communities. They need to be able to work cooperatively, to share needs, to express concerns, to laugh together, to learn from each other, and to disagree with each other. So many of the constraints in teaching seem to be remedied when people have such support from each other.

The other restorative is GRATITUDE. A friend describes gratitude as belief in the future. It's an interesting contrast to Gibran's description of anxiety. If we can as a profession learn how to concentrate on the gifts of teaching, learn how to celebrate excellence, and to recognize those who work so diligently at the craft, then we can uncover a whole new reservoir of energy for teachers.

In thinking about how to give these gifts, Larry Browning, a colleague in Speech Communication at the University of Texas, identifies gift-giving habits which are indispensable elements in building support. He identifies several basic criteria for gift-giving for reward in the work setting. The gifts should be useful and carry no additional obligation; they should encourage sharing among professionals; they should cost the giver comparatively little time or expense, and avoid feelings of ownership on the part of the giver. The Hebrew expression RACHMANISH captures the idea well: it is compassion given in such a way that it does not leave the receiver beholden. During our recent conference at the University of Texas on "Promoting Great Teaching," we recognized Master Teachers from colleges throughout our professional development network. At one point in a general session, we asked this group of teachers to stand and be recognized. The spontaneous, sustained standing ovation of some 300 participants expressed the strong feelings of appreciation and respect we all felt for these outstanding professionals. This whole process was an exercise in gift-giving. It certainly energized, even revitalized, our staff for the year ahead. We think that it had a similar effect on participants. All of us need to think of more and better ways to practice such gratitude in our educational communities.

Significance: Because of some of the fallout of the first three categories, it seems to us that teachers are most regularly asking, "Does what I do matter?" If teachers cannot answer a resounding "yes" to that question, based on their experiences, then there is a dangerous tendency for a vocation to become merely a job. In our experience teachers most often gain feelings of significance from the students they teach. They gather great strength from even a few students' willingness to communicate both that they have learned, and that what they have learned has had a significant impact on their lives. In our commuter colleges with so many part-time students and so many students in a given class, there is less opportunity for the kind of interaction between student and teacher that speaks to these questions of impact.

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A MASTER TEACHER'S COLLOQUY

During the 1982 Summer Institute, this group of Master Teachers was invited to a special session to discuss the possibility of forming an informal network and forty-four people signed up. We asked them what function they thought such a network might have. Most felt that such a network should identify incentives and barriers to effective teaching and to help solve problems in teaching in the community college.

As a way of further exploring and testing our analysis of the personal concerns of teachers we asked them to respond to a survey which invited them to reflect on their teaching in the community college and to share some of their concerns about their profession. We also asked them to tell us something about themselves. Our survey was adapted from Gail Sheehy's "Life History Questionnaire" published in Pathfinders. We feel that the Master Teachers surveyed here are, in a sense, pathfinders among community college teachers. Nominated by their institutions for excellence in teaching, their personal concerns and feelings about teaching have helped us check out some of our hunches about this shadow side of teaching in the community college. Recognizing that this is a fairly informal survey and a very small sample, we think that you will nevertheless be intrigued by the responses of this very select group.

There is little doubt in these responses of the primacy of students' essential academic skills in both deterring teaching effectiveness when absent, and when these skills are present, in enhancing it. It is interesting to note how much greater consensus there was about what aids teaching effectiveness than about what deters it. Further, for the administrator who would promote teaching effectiveness, the importance of appropriate testing and placement of students, appropriate class sizes for the nature of the subject, and having adequate support materials available have been underscored. Finally, for those of us who are interested in professional growth and development, the benefits of experimentation and careful evaluation of teaching are seen.

The specific concerns of these teachers also bear inspection. They expressed personal role-related concerns and concerns regarding their effectiveness with the students they now see in the community college. Among role-related concerns, one person voiced concern over the confusion regarding the role of "the" community college vs. "this" community college. Another was concerned about the continued financial stability of community colleges in his state. Some felt it was hard to stay in teaching since salaries are so low. Yet another said she was most concerned about the lack of a really good state or national image for the community college. One person was concerned about his burnout on grading, or more specifically the amount of time per week that had to be spent on grading and felt tired of that part of teaching. Another said he was concerned about having time to do everything he would like to do with teaching. Still another commented that her greatest concern was the lack of prestige of the job and the lack of skills among some instructors. Finally, another was most concerned about the dilution of standards and the preoccupation with preparing objectives at his institution without any intent of carrying them out. Perhaps the comment of one Master Teacher summarizes this section best in saying that he was most concerned about the lack of rewards and recognition available for good community college teachers.

Characteristic of those who were concerned about meeting the students' needs were the following comments: "I'm concerned about preparing students so that they're able to perform to the best of their abilities in order to represent themselves and our college well." "I'm concerned about the gap between well-prepared and less-prepared students. How can we close that gap and be effective for both?" "I'm concerned about standards, their setting and their keeping. I'm interested in a methodology to raise standards and yet retain students." In each of these comments is a concern for increasing one's personal effectiveness to meet the needs of community college students. We might summarize these kinds of concerns as primarily concerns about the consequences of what we do in teaching.

Table 1
Teaching in the Community College

Barriers to Teaching Effectiveness:	40%—	students' lack of essential skills
	40%—	having too many other activities to devote sufficient time to instruction
	35%*-	having too many students
	35%—	personal problems of students diverting too much time from instruction
Aids to Teaching Effectiveness:	80%—	appropriateness of class size
	75%—	students' level of preparedness
	75%—	adequacy of teaching tools available
Aspect of Teaching Which is Most Appealing:		
	80%—	relationships with students
	75%—	nature of subject they're teaching
	75%—	opportunity to continue learning in teaching area
	60%—	new instructional strategies they're using
Experimentation:	65%—	try something new several times a semester
Concerns:	45%—	personal role-related concerns
	45%—	concerns about the consequences of their teaching
Enjoyment of Work:	95%—	indicated they will stay in teaching in the community college
	75%—	enjoy their teaching almost all of the time
	25%—	enjoy their work outside of the classroom almost all of the time
	70%—	definitely believe their work makes a contribution to society
	45%—	explicitly identified being a great teacher as their dream as they began teaching
Role Models:	65%—	said several people's combined good qualities served as their model of an effective teacher
	45%—	indicated they had had a mentor
	67%—	of those with mentors were male
	90%—	had educators in their family
Cognitive Initiative:	85%—	felt that the important events in their teaching career were mostly under their discretion
	55%—	felt that they were very responsible for the way their teaching career has turned out
Dissemination and Training:	60%—	patched together new ideas from several sources to develop a new teaching technique
	65%—	tried the new technique in their classes and got student feedback
	30%—	received no training in the new technique

* Numbers often do not add up to 100 since respondents were frequently asked to check each item which applied. Also, these are excerpts from the total responses.

Table 2

Personal Characteristics

Most like them:	dependable, productive, cheerful, generous, creative, decisive
Moderately like them:	introspective, energetic, likable, resilient, highly intelligent
Slightly like them:	highly controlled, "thin-skinned," uncomfortable with uncertainty
Major Fears:	40%—no major fear 25%—time running out 25%—not having enough money

Table 3

Demographic Information

Geographic Size:	30%— live in cities of at least one million
	20%— live in cities of at least 500,000
	10%— live in cities of at least 100,000
College Type:	55%— teach at a large, multi-campus community college
Sex:	50%— male
	50%— female
Experience:	35%— 2-9 years teaching in the community college
	60%— 12+ years teaching in the community college

We asked these faculty, quoting from Gail Sheehy's questionnaire, to look back at the dreams they had as they began teaching in the community college and to share them with us. Some examples from their comments follow:

"Being a great teacher."
"To change the world."
"I really wanted to be a professional comedian but was a bit unsure of my expertise. I use humor as as teaching tool."
"I wanted to be a good teacher who others could look up to for inspiration and leadership in changing the attitudes of students toward their learning (lust for learning) and enjoyment of life (realization of greatness of being a human being!)"
"Be an effective teacher: to know the material; to organize it for presentation within the framework of a college syllabus/outline; to be respected by my colleagues; to be perceived by my students as having helped them progress."
"I just enjoy teaching what I know and have experienced in a previous non-teaching career."
"To create a climate for learning and see positive results from my students."
"To be able to constantly motivate students during class periods. And, how impossible it is to be perfect?"
"'Grass roots' teaching,' being very involved with students, but low profile otherwise (a fairly typical 1966 teacher attitude, I think)."
"To become a 'master teacher.'"

CONCLUSIONS

After testing some of our assessments of the personal concerns of teachers against the responses of this select group of Master Teachers, we came away with several general impressions.

First, our Master Teachers reflected the same concerns that we had heard from a broader cross-section of teachers throughout our network. Underlying their responses were time-related concerns of too many outside activities impinging on the quality of what happens in the classroom, on the lack of student skills, and the numbers of personal problems that students share. These are certainly not only time issues, but they are problems that typically require disproportionate amounts of time and add to time concerns. There were the obvious concerns about the amount of grading and paperwork to be done, also clear time-related issues.

There were echoes of money concerns, references to the decline in reputation of the profession on the local, state, and national levels. Significance questions were raised in terms of "value-added" to the students. A number of times these Master Teachers, as they raised concerns about the lowering of standards, or the quality or value of content, or the skill levels of their students, were raising questions about the significance of their work. Their concerns about the future are more obliquely expressed as they welcome the opportunity to try new things but have little sense of a framework or supportive environment in which to experiment.

A second impression is of a certain tenacity. There are no symptoms of escape or disengagement in the responses of these Master Teachers. They carry high levels of commitment at the same time clearly understanding the challenges inherent in what they are about. They are not equivocal; they believe they have control over their professional lives; and they have remained creative.

Recent research on stress indicates that while part of the same milieu, subject to the same pressures, some adults deal much more effectively with stress. Research at the University of Chicago suggests that three clusters of characteristics make a significant difference. These are control, commitment, and challenge. Since challenge is defined as the ability to deal creatively with change, in our view these three attributes accurately portray our Master Teachers. We suspect that the pressures they face are mainstream. That they feel these pressures is clearly evidenced in their responses to our survey. But the control they exercise, the

commitment they feel, and the challenges they undertake may make them more resilient than the larger community of college teachers. Of course, this is only an initial phase of what we hope will be a long term reflection on the personal concerns of various groups of teachers.

A final impression is that these Master Teachers, by the time they had responded to our survey at the colloquium on the second day of the meeting, had already been energized by the Institute activities themselves. Our goal, as we planned the Institute, was to celebrate great teaching. In a number of ways we attempted to provide both community and to give gifts of recognition. It is likely that the quality of response we received from this group of Master Teachers was at least in some small way a reflection of that celebration. There is unlimited potential for dealing with the personal concerns of teachers if an institution is willing to build community and give gifts among its teachers!

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Master Teachers, 1982 Institute on Staff Development

Timothy Adams - Montgomery College
Kim Austin - Temple Junior College
Richard Baker - St. Louis Community College - Meramec
Rita Baltus - North Central Technical Institute
Henry J. Beck - Danville Community College
James Bell - Howard Community College
Lee Bolin - Pikes Peak Community College
Denise Boswell-Thomas - Montgomery College
Ron Brey - Austin Community College
Lia Brillhart - Triton College
John M. Broekman - Bee County College
Louise Bronson - Pima Community College
Melba Byrkeland - Iowa Lakes Community College
Roger Camp - Golden West College
Mark Canfield - Howard Community College
Pilar Castillo - Houston Community College System
Kay Deaton - Cypress College
Penny Devin - Triton College
Gail Dyhrkopp - Delgado College
Martha Efurd - Westark Community College
Frank Esper - Kalamazoo Valley Community College
Mary Farrell - Temple Junior College
David Gardner - Montgomery College
Jack Gill - Miami-Dade Community College
E.C. Hancock - Paris Junior College
Robert Handelsman - Miami-Dade Community College
Roger Harms - Iowa Lakes Community College
Leslie Heasley - Anchorage Community College
Karen Hosey - Palomar College
Robert C. Hurrey - Delgado College
Paul Illert - St. Louis Community College - Meramec
Bill Johnson - Pikes Peak Community College
Cecil E. Johnson - Riverside Community College District
Mary Johnson - East Tennessee State University
Carla Joy - Community College of Denver
Genell Kelso - El Centro College
Richard J. Koplitz - Minneapolis Community College
James Lang - Valencia Community College
Paul Larson - Triton College
Stanley A. Levy - Palomar College
Sam Loliger - Niagra County Community College
Verne M. Mills - Kalamazoo Valley Community College
Brenda Montiel - Palomar College
Robert Moorman - Miami-Dade Community College
Ruth A. Moyer - Trident Technical College
Terry Newton - St. Edward's University
Roy James Parrish Jr. - Danville Community College
Russ Richardson - Texas Southmost College
J. Doug Richey - Henderson County Junior College
Vivian Rudisill - San Antonio College
Marcia Scott - Montgomery College
Mary Seager - St. Louis Community College - Florissant Valley
Tom Secco - Triton College
Zachary Seech - Palomar College
Lilian Seese - St. Louis Community College - Meramec

Emily Stunt - Howard Community College
Jim Sodon - St. Louis Community College - Florissant Valley
Winona S. Sorrells - Valencia Community College
Stanley Stone - Valencia Community College
Molly Sumner - Pikes Peak Community College
Mary Beth Susman - Community College of Denver
Henry Torkelson - Iowa Lakes Community College
Bernadette Turner - Pikes Peak Community College
Suzanne Tuthill - Delaware Technical and Community College - Stanton Campus
Janet Velasquez - Community College of Denver
Charles Verschoor - Miami-Dade Community College
Geraldine Welch - St. Louis Community College - Meramec
Linda Wickstra - St. Louis Community College - Florissant Valley
DG Wilson - Mt. San Antonio College
Sharon Winn - Westark Community College
Pat Woodbery - Valencia Community College
Aileen Yim - Windward Community College

"Amplifying the Impact of Instructional Innovation Through Collaboration"
ABSTRACT OF COLLABORATION: Often, an instructional innovation (a module or audiovisual project) is used only by the designer or sits unused on a library shelf. Through collaboration by the instructor/innovator, instructional specialist and administrator, an entire photography curriculum was modularized. The impact was increased by 1) using the instructor as a change agent in the division at group meetings and division orientation, 2) publicizing the project in the college tabloid and division newsletter, 3) showcasing it to the Texas Coordinating Board at a reception to recognize faculty innovators, and 4) making the materials available to other colleges. The result was increased interest of faculty to design similar projects, increased administrative support, and broad and continued utilization of the material — an example of productivity — obtaining optimal impact for an effort through collaboration.
SANDRA ARKY, PATRICIA BRAMS, AND GLEN EDWARDS, Houston Community College, Texas

"The Degrees of Reading Power: Applying New Technology to Old Problems"
ABSTRACT OF TEACHING INNOVATION: The Degrees of Reading Power (DRP) is criterion-referenced assessment of reading comprehension combined with a method for calibrating the difficulty of reading material. Just as height and weight can be measured accurately without reference to how tall or heavy other people are, reading ability can be measured by determining, on a prose difficulty scale, the hardest text that can be read with comprehension.
DAVID BAUSKE, The College Entrance Examination Board, Texas

"Staff Develoment in Alaskan Community Colleges in an Era of Creative Austerity"
ABSTRACT OF COLLABORATION: Alaskan community colleges, working with the University of Alaska, have developed a variety of efficient, effective staff development programs and delivery systems to meet the unique needs of this large state in a time of fiscal austerity.
ED BIGGERSTAFF, University of Alaska, and ROGER WORSLEY, Anchorage Community College, Alaska

"Increasing Access for Disabled Students in Occupational Education"
ABSTRACT OF TEACHING INNOVATION: One of the biggest obstacles to overcome when teaching disabled students is instructor underestimation of student capabilities. Sight-disabled students have been successful in a machining program when instructor expectations of performance were positive, individualized instruction and tutors were used, and equipment such as audio or braille-print calculators were available, or developed by instructors.
LEE BOLIN, Pikes Peak Community College, Colorado

"Computer-Assisted Instruction and Course Management"
ABSTRACT OF TEACHING INNOVATION: The computer is used by the instructor to teach factual social science information and present mini-lectures and by the student to master this information through drill and practice exercises. It is also used to generate unique quizzes and major exams for each student. The instructor may individually monitor each student's work or give students messages while students may access their grades, class standing, and tips for improving their grades.
JOHN BROCKMAN, Bee County College, Texas

"Increasing Accessibility Through Instructional Television"
ABSTRACT OF TEACHING INNOVATION: Instructional television (ITV) courses allow students to enroll in courses even though they cannot attend regularly-scheduled classes on campus. Students may view the self-paced ITV programs through broadcast television, cable television, and video cassettes in public libraries and on campus. Computer-based instruction for ITV classes is currently being developed in order to individualize learning and to provide instructors with more

powerful management tools. The potential of interactive videodisc technology is being investigated to bring together video and computer technologies. The instructional use of interactive cable television is currently being planned for 1983-84.
RON BREY, Austin Community College, Texas

"Photography: Gaining New Perspectives on Aesthetics"
ABSTRACT OF TEACHING INNOVATION: Photographic assignments are used to involve students in rethinking the intent of assignments, including their presentation and articulation, their capacity for problem solving, their individual rewards, their emotional stance and their evaluation. Technical skills the student has acquired at this point are employed to achieve her aesthetic ends, rather than the other way around. This approach usually generates an exchange of ideas, individualizes a common challenge, and produces a lively debate when the results are in. It is useful in small and large class settings demonstrating art as a means of self-expression concerned with ideas as well as technique, and that learning to think visually is the next step from verbal expression.
ROGER CAMP, Golden West College, California

"Personal Development Classes for Part-Time and Full-Time Faculty"
ABSTRACT OF TEACHING INNOVATION: Personal and professional growth contracts and courses are used to further and acknowledge faculty development. Both full- and part-time faculty share a personal development course with students which not only provides greater student contact and faculty awareness of student assessment but also contributes to faculty's development through the exploration of personal and professional goal setting.
LARRY CARTER, Mississippi County Community College, Arkansas

"Using Student Diversity in the Classroom to Promote Personal and Academic Enrichment"
ABSTRACT OF TEACHING INNOVATION: Inter-cultural conflict is addressed through a series of games mixing class members on the basis of mutual interests and goals to form new work groups. Academic difficulties are diagnosed through cognitive mapping, leading to the use of an instructional videotape which serves learners with visual, structured preferences, fosters motivation and affords a new learning style for the rest of the class. New entrants into the job market share concerns in group discussion with more experienced students, building professional confidence and fostering cooperation. Dealing in a positive manner with personal and academic differences and utilizing problem situations as a basis for expanding knowledge and skills, promoting team building, and developing professionalism of all class members is an example of teaching mastery.
PILAR CASTILLO, Houston Community College, Texas

"Competency-Based Education: A Cornerstone of Great Teaching"
ABSTRACT OF TEACHING INNOVATION: By understanding the systematic, comprehensive framework which undergirds competency-based approaches, teachers can better implement them. This approach, which deals both with what is taught and how it is taught, holds special promise for the overall improvement of teaching.
BARTON R. HERRSCHER, University of Houston, Texas

"Role-Playing Computer Functions"
ABSTRACT OF TEACHING INNOVATION: Students role play the only four functions that a computer can perform — reading, writing, computing, and deciding — while the others play the roles of computer programs and data records resulting in an immediate understanding of the basic logic process of a computer through this lively though highly structured exercise.
ROBERT C. HURREY, Delgado College, Louisiana

"American History Artifacts Festival"
ABSTRACT OF TEACHING INNOVATION: Students in a large American History survey class organized and implemented an Artifacts Festival at the end of a

semester which consisted of thirteen displays illustrating various facets of homelife and work in the Appalachian region during the 19th and early 20th centuries. The purpose of this event was three-fold: 1) to engage the students in meaningful and worthwhile project of historical research; 2)to heighten their awareness of the rich resources for studying social history and the history of women in their region; and 3) to involve them in a collective learning experience. Several classes focused on techniques for identifying and interpreting artifacts as well as the methods for doing research in local library and archival collections and conducting oral interviews. The students also gave guest lectures pertaining to the issues in using material culture in the study of American social history.
MARY JOHNSON, East Tennessee State University, Tennessee

"Recruiting as a Teaching Method"
ABSTRACT OF TEACHING INNOVATION: Students became recruiters as part of learning about reasoning and persuasion in freshman composition. Students listed their reasons for attending college in general, then for El Centro in particular. To practice persuasion, they each selected someone not attending college but in similar circumstances (neighborhood, job, interests, etc.) and, using those same reasons, talked to him/her about attending El Centro. Next, they wrote a paper on the experience, introducing the "prospect," explaining the reasons, and telling the outcome or reaction. Students often began the project reluctantly, but finished enthusiastically — with increased pride in their school and in their ability to share it with others. A brochure of quotations from these student papers was assembled. Even a single student enrolled has paid for the project; all others are "pure productivity."
GENELL KELSO, El C ntro College, Texas

"Organization Development as a Management Took for Staff Development"
ABSTRACT OF COLLABORATION: The Florida Junior College Staff Development program is organized to directly promote the management skills and competencies necessary to realize institutional goals. All professional and personal growth plans are coordinated with individual and institutional needs. Evaluation is related to movement toward mastering identified competencies.
BARBARA LEMBCKE AND ROLAND TERRELL, Florida Junior College at Jacksonville, Florida

"Nudging Creativity in Students"
ABSTRACT OF TEACHING INNOVATION: An open-minded "project-in-the-name-of-sociology" as an introductory course assignment provides students with the opportunity to do elementary field research, actively observing and reporting on human behavior in groups. Along the way a sense of creativity is nurtured and students have a sense of having unleashed their creative urge, and learning in the process.
SAM LOLIGER, Niagara County Community College, New York

"Listening Instruction"
ABSTRACT OF TEACHING INNOVATION: A new program in directed listening was instituted to complete the work of writing, reading, and math labs. Listening Lab teaches the student how to efficiently process aural information with exercises, in focusing attention, finding main ideas, taking useful notes, and finding the structure of oral presentations. Students are taught how to identify and correct ten bad listening habits. Five semesters of listening training have produced consistent and positive results. Students' scores are dramatically higher on a nationally normed listening test after the course and they also demonstrate improved attitudes toward academic work and complete more course hours.
TERRY NEWTON, St. Edward's University, Texas

"Engineering Technologies and the Role of Computers"
ABSTRACT OF COLLABORATION: The use of computing capacity is fully evident in today's engineering and manufacturing processes. The challenge is to upgrade

educational programs to reflect computer technology. The problem has two aspects: one is hardware and the second is qualification. Committed educational leaders can resolve these issues through application of their financial and leadership resources. Faculty development is the major tool in upgrading instructors.
LESTER W. REED, JR., Greenville Technical College, South Carolina

"Cartoon Interpretation as a Teaching Tool and Motivating Technique"
ABSTRACT OF TEACHING INNOVATION: Cartoons in the classroom can be used to present the subject matter in a novel, less-threatening form and, at the same time, challenge students to use skills of synthesis and evaluation. Cartoons add emotion to the classroom and evoke thought and debate. However, cartoons will not provide motivation if the student has no framework for an organized method of analysis. The structured framework includes a slide/tape presentation and an individualized learning unit. Both devices can be developed by the instructor and tailored to the needs of a particular course. Cartoons are appropriate for an array of subject-matter areas and can be used with virtually any class size.
RUSS RICHARDSON, Texas Southmost College, Texas

"Staff Development Needs Analysis"
ABSTRACT OF COLLABORATION: A comprehensive needs analysis has been developed that allows faculty to identify critical issues. A Multi-Faceted Staff Development program was then created and implemented to address those issues.
MICHAEL I. SCHAFER AND HATTIE JACKSON, St. Louis Community College-Forest Park, Missouri

"A Competency-Based Clinical Lab Course"
ABSTRACT OF TEACHING INNOVATION: Background information and theory is presented during lecture portion of course. Students subsequently perform related laboratory procedures following instructor demonstration. Students who do not perform procedures adequately, according to pre-set criteria, may: 1) watch videotape of instructor demonstration; 2) utilize a self-paced module of procedures designed by the instructor; or 3) participate in student team in which each member is responsible for a different step of the procedure. Evaluation is made by the instructor through the use of a checklist of each step performed, and/or achievement of a correct result.
MARCIA SCOTT, Montgomery College, Maryland

"Flexible Instruction for Adult Students"
ABSTRACT OF TEACHING INNOVATION: Adult students frequently require six to eight years to complete an associate in arts degree and often find semester schedules don't offer needed courses in the proper sequence. Program of Liberal Arts College Education (PLACE) overcomes the difficulties by offering students a carefully structured program of five twelve-hour blocks of courses leading to an associate in arts degree with a liberal arts major. These team-taught courses include one television course, one week night course, and a series of weekend conferences in each block.
JAMES SODON, St. Louis Community College-Florissant Valley, Missouri

"Non-Computerized Management Systems in Basic Skills Courses"
ABSTRACT OF TEACHING INNOVATION: A non-computerized management system is used in an inter-disciplinary, self-paced laboratory to identify and follow students needing developmental skills in mathematics. The system allows maximum flexibility and increased instructor time for individual students as needed. Diagnostic testing determines student deficiencies, which are translated to personal prescriptions; student preferences can influence the mode of instruction. The system provides movement from one mode of instruction to another within the semester, including video cassettes to increase the amount of "personal" contact students receive, a testing center, and staggered scheduling.
WINONA SORRELLS, Valencia Community College, Florida

"Building Esprit de Corps Among Students in Vocational Programs"
ABSTRACT OF TEACHING INNOVATION: A holistic approach to class management involving an expanded team teaching effort utilizes both peer-tutors within the classrooms and labs, and specialized faculty to meet specific student needs. A learning environment is developed that encourages application of human relations skills so important in the business world and in personal life, promoting awareness of self and others. With a stronger student-to-student and student-to-instructor relationship, students with problems, both academic and personal, are more quickly identified. In 1981 Farm Equipment Mechanics, a two-year program, graduated 94.5% of its entering freshman.
HENRY TORKELSON, Iowa Lakes Community College, Iowa

"Innovative Laboratory Techniques for Students"
ABSTRACT OF TEACHING INNOVATION: To provide more involvement of students in the learning process, stimulate interest, evoke actual physical "hands-on" activities, give opportunities for development of simple laboratory skills in handling laboratory equipment, and enable students to better fuse classroom experiences with laboratory activities in courses in Human Anatomy and Physiology, the instructor uses the most common denominator, most readily accessible resource — the student's own body. Laboratory activities are planned which direct the student to utilize herself — e.g., slides are made from cheek cells, simple reflex testing is performed and responses described, blood pressure records under different circumstances are kept, and food records are kept and body needs determined. Completion of the exercises and the clinical applications calling upon the student to apply data results obtained serve to synthesize learning and integrate the theoretical and practical. Student laboratory activities require them to work in small groups or pairs.
JANET VELAZQUEZ, Community College of Denver, Colorado

"Professional Development and CEU's"
ABSTRACT OF COLLABORATION: Due to the diversity in age, background, and experience among the faculty at Westark, we have attempted to provide a variety of incentives for professional growth. The primary means is a system whereby faculty can earn continuing education units (CEU's) for participating in faculty development activities. As CEU's are accumulated, they are counted toward advancement on the salary schedule. Other incentives that have been developed include recognizing faculty for their contributions and accomplishments, developing ways in which faculty can serve as mentors to others, and designing ways for faculty to serve as resource persons for helping either solve or work on institutional problems and concerns.
GORDON E. WATTS, Westark Community College, Arkansas

"Learning Strategies Assessment: Problems and Promise"
ABSTRACT OF TEACHING INNOVATION: Before helping students to improve their learning-to-learn strategies, a teacher must be able to assess individual student's deficits. Models for defining how students learn are available, as well as strategies and interventions for promoting student learning through the assessment of student learning deficits.
CLAIRE WEINSTEIN, University of Texas at Austin, Texas

"Teaching Communication Skills Through Non-Traditional Techniques"
ABSTRACT OF TEACHING INNOVATION: Non-traditional, flexible methods of teaching students with a wide variety of backgrounds enhance their communication skills. Examples are: 1) video-taped simulations of job interviews where through role-playing students learn how to research dress, present volunteer/home-making skills as job skills; 2) re-entry students are taught to use personal background developing problem-solving skills; 3) CORE classes translate Ghettoese and Barrioese into standard English; 4) community problem speeches are written and rehearsed to encourage citizen participation; 5) cross-national vocabulary interchangeability is studied to stimulate and encourage foreign students.
DG WILSON, Mt. San Antonio College, California

"A Nursing Education Mentor System"
ABSTRACT OF TEACHING INNOVATION: A preceptor program was designed to provide students direct one-to-one instruction, guidance and role modeling in a teaching approach that is appropriate for any occupational program where practical experience is essential. The staff had input into the educational process, spent time evaluating the students' performance and grew in their own knowledge and skill. The administrators used the experience as a time to educate the staff as well as a time to recruit potential employees. The nursing instructor's responsibility was to oversee the preceptorship process, helping staff and students keep objectives in mind, set goals and accomplish mastery of skills. The instructor also evaluated the students' progress, and met with the preceptor and student frequently to give guidance and direction.
PATRICIA WOODBERY, Valencia Community College, Florida

"Creating Interest in Building Literacy Skills"
ABSTRACT OF TEACHING INNOVATION: High interest materials are used to teach specific literacy skills to students in developmental reading classes. "Mixed Plate Lunch" is a supplementary reading module of twelve units and accompanying cassette tape which introduces vocabulary and reading skills through the use of lyrics from well-known Hawaiian contemporary music. Exercises are designed to develop specific skills (main ideas, inferences, conclusions, context clues) as well as to encourage student creativity and sharing (add another verse, create a collage, compare songs in regard to a topic). "The Guinness Poi Bowl of Words" is a supplementary vocabulary resource of six units which introduces and teaches students sixty words found in the Guinness Book of World Records (1981). Students are taught to use context clues and to work through the units' exercises to learn the vocabulary words.
AILEEN YIM, Windward Community College, Hawaii

Additional Abstracts

"Making Organic Chemistry Relevant for Students"
ABSTRACT OF TEACHING INNOVATION: The instructor incorporates food and flavoring additives' chemistry into an elementary organic chemistry course. Emphasized are levels of intake, biochemical breakdown, and elimination of both synthetic and natural food components. We discuss levels of toxicity for food additives of current interest, such as caffeine and saccharin. The incorporation of elementary food chemistry into a first level college chemistry course has brought increased relevance to an otherwise fairly traditional subject.
TIMOTHY B. ADAMS, Montgomery Community College, Maryland

"Selling the Liberal Arts to Students"
ABSTRACT OF TEACHING INNOVATION: The instructor's behavior and attitude is the principal instrument of involvement for non-academic, grade-motivated students. The instructor's role, therefore, is to be the 'salesman' for the liberal arts who enables the student to 'buy into the product' by:
1) deliberately reducing the threatening atmosphere of the authoritarian teacher-student relationship;
2) 'playing the house' like a vaudevillian to involve the class as audience;
3) building bridges to the student as a person; and
4) utilizing the role of 'the Renaissance man' conversant in the students' fields of study.
This conscious role-playing in a large class situation has the effect of setting classroom climate so that learning is facilitated.
RICHARD H. BAKER, St. Louis Community College-Meramec, Missouri

"Developing the Total Person"
ABSTRACT OF TEACHING INNOVATION: Using learning objectives and correlated learning activities that foster development of the total person for effectiveness in

life, society, and work, the instructor developed a complete social science course. Course materials have been prepared to provide the basis for each student to apply learning to his/her current situation and projected experiences and responsibilities. Unit subjects pertain to: the changing world, motives and values, perception, self-concept and personality, thinking and problem solving, attitudes, coping, wellness, exceptional persons, and interpersonal relationships. Students have opportunities to specifically relate learning activities to their major areas of study and training. Additional opportunities for total person development are available through enrichment activities and individualized options. This material has been published in a text-workbook entitled Personal Psychology for Life and Work, McGraw-Hill, 1976: rev. ed., 1983.
RITA BALTUS, North Central Technical Institute, Wisconsin

"Holistic Course Redesign"
ABSTRACT OF TEACHING INNOVATION: Seven years ago the instructor started redesigning a General Psychology course so that it would be more fun to teach while more student learning would occur. The approach settled on was a comprehensive incorporation of prevailing ideas about what works to increase student learning. Using mastery learning with specific learning objectives, information about the students who were taking the course, careful sequencing of objectives, and time to think and evaluate, the instructor tried out ideas to increase student motivation. Ongoing activities include systematic analysis of student performance, using student evaluators to get student reaction to course activities, and peer and supervisor visitations for additional feedback.
JAMES BELL, Howard Community College, Maryland

"Program for Undecided Majors"
ABSTRACT OF COLLABORATION: The Career Exploratory Program at Niagara County Community College is a programmatic, positive approach to addressing the academic and vocational decision-making needs of undecided students who enter the college.
LARRY BOLSTER, Niagara County Community College, New York

"Integrating World Experiences Into Lab Courses"
ABSTRACT OF TEACHING INNOVATION: An understanding of the relationships existing between the concepts and theories taught in the classroom and the applicability of these to real world experiences can be a tool for motivating students to learn. Often times by realizing the utility of classroom discussion to out-of-class experiences, learning takes on an added depth and meaning by aiding the student in better understanding processes and events that take place daily. The student reaction to these labs has been extremely positive and their feedback indicates they can better understand the scope and fulfill the objectives of the course.
DENISE BOSWELL-THOMAS, Montgomery College, Maryland

"Personalized Instruction"
ABSTRACT OF TEACHING INNOVATION: Personalized instruction allows student options in content as well as learning style. The process requires students to use a course guide which is provided in the library, to complete a course planning form, and a series of individualized modules. Some specific core modules are required of all students. Other modules are optional. Modules include: purchased textbooks, packets written by the instructor, audio-visual packages, readings, workbooks, and experiential exercises. The student's grade is determined by the number of models successfully completed. Student-instructor contact is provided through office visits, telephone calls and mail. The program encourages student ownership of the learning process and has proven very successful with mature students.
LOUISE BRONSON, Pima Community College, Arizona

"A Retention Program"
ABSTRACT OF TEACHING INNOVATION: This program was designed to increase student retention by involving students and faculty in a series of intensive human

relations experiences. The Student Long Range Program Goal was to become more comfortable with themselves, other students, faculty, and college life in general, all of which are contributing factors to remaining in college. We hope to increase the faculty's awareness of the individuality of their students and to alert them to possible problem areas that these students may be experiencing so that preventive measures could be prompt and timely. We developed a unique retention program to meet these goals.
MELBA BYRKELAND, Iowa Lakes Community College, Iowa

"An Audio-Tutorial Independent Learning Strategy"
ABSTRACT OF TEACHING INNOVATION: I have developed an independent learning strategy using an audio-tutorial format. The main strategy is a large lecture combined with a small instructor-lead discussion. The discussions emphasize higher level affective objectives, which focus on clarifying students' values, opinions, and beliefs. Students electing to work independently view videotapes of the large lectures and listen to audio-tutorial tapes which simulate the discussions. In workbooks which the student turns in at the end of each unit, answers to questions similar to those asked in class are written out. Both the main strategy and independent option have been revised over the last five years, based on both formal and informal feedback from students.
MARK CANFIELD, Howard Community College, Maryland

"Reducing Attrition Rates in Telecourses"
ABSTRACT OF COLLABORATION: Attrition rates in telecourses are most often higher than on-campus classes. Telemanagers have been able to reduce attrition by increasing contact by mail and phone, planning orientation sessions that teach the students more about learning at a distance, and utilizing the Telecommunication Office as a liaison between the college and the students. A 24-hour answering service is available for students to call any time with questions for the Telemanager or for general information from the Telecommunication Office.
KAY DEATON, Cypress College, California

"Creative Policies from Collaboration"
ABSTRACT OF COLLABORATION: A collaborative effort between faculty and administrators has developed creative policies and procedures that deal with faculty wage and salary administration incentives provisions; faculty multi-year appointments; instructional mini-grants; faculty mentoring; professional development; teaching consultation; and faculty guest lecturing.
LEONARDO DE LA GARZA, Austin Community College, Texas

"Individual Professional Development Plans"
ABSTRACT OF COLLABORATION: Trident Technical College has just implemented a program of individualized professional development for employees. Each faculty and staff member is encouraged to develop a "Growth Plan." These plans are developed by the employee and his/her supervisor. Supervisors are now able to plan the wise use of resources on an academic year basis rather than on a piecemeal basis.
MARY DELLAMURA, Trident Technical College, South Carolina

"Using Elements of Play in Teaching"
ABSTRACT OF TEACHING INNOVATION: Application of the Arousal-Seeking Theory of Play (i.e., using stimuli that is novel, complex or dissonant) in teaching to create a support system among students from diverse backgrounds is a process which involves creating an environment that is flexible enough for all individual personalities to fully function and creating educational experiences which appeal and arouse the interest of all students. These opportunities for self-expression both in the classroom and in the field promote positive attitudes towards self and others. Subsequently, a support system develops. This system functions effectively in maintaining attendance, promoting competence and perpetuating a climate of acceptance.
PENNY DEVIN, Triton College, Illinois

"An Internship Program"
ABSTRACT OF TEACHING INNOVATION: How an individual prepares for work, and how the work force in aggregate affects the country have always been vital topics. Internships are designed to develop fundamental skills, knowledge, attitudes and experiences to help men and women function in decision-making positions. This internship program helps equip students for immediate entry, supplementary training, or advancement in business. This is accomplished by exploring and discussing clusters of occupations to facilitate more intelligent career selection, job interviewing techniques, preparation of company biographies and modules pertaining to making defensible decisions, managing time and change, and making managers accountable.
GAIL DYHRKOPP, Delgado College, Louisiana

"Increasing Achievement in Reading"
ABSTRACT OF TEACHING INNOVATION: The college reading program at Westark Community College uses a number of special techniques which ultimately increase achievement in reading skills:
1) different approaches to vocabulary building;
2) the use of Canfield's Learning Styles Inventory in class construction;
3) uses of the Media Systems Reading Program; and,
4) the contract/point grading system.
MARTHA EFURD, Westark Community College, Arkansas

"Dealing with Diversity and Individualized Learning with Many Students"
ABSTRACT OF TEACHING INNOVATION: Cassette tapes of each lecture are placed in the library where they are made available to students on request. The tape may be used in the library or it may be copied by the Media Center for the student to take out. This helps the student who has had little experience in taking notes to improve his skill. It also helps students whose first language is not English. This method also solves the problem of athletes, music students, drama and speech students, and those employed in such work as police and fire who have to be absent several times during the semester.
MARY D. FARRELL, Temple Junior College, Texas

"Using Satellite Images"
ABSTRACT OF TEACHING INNOVATION: The teaching of such subjects as Geology and Meteorology is improved through the use of abundant relevant and innovative visual aids. Inasmuch as continents, faults, mountain ranges, hurricanes and the like are too large to be photographed from an aircraft, a step up to the orbital height of a spacecraft is advantageous. Thousands of excellent pictures from spacecraft such as Apollo, Skylab, and Landsat are now available for interpretation and incorporation into lecture and laboratory programs. Many of the space images are multi-spectral or "infra-red" pictures showing great detail, contrast, and penetration of haze. A sabbatical leave in Spring, 1974, was devoted to evaluating, interpreting and selecting hundreds of visible-spectrum and infra-red images from among the approximately 100,000 earth pictures taken during the Skylab missions. These pictures now constitute an essential part of the visual aids used in Geology and Meteorology. The satellite images serve also to emphasize the inter-relationships between these two disciplines and Geography, Hydrology, Climatology, Oceanography, among others.
DAVID R. GARDNER, Montgomery College, Maryland

"The RSVP System and Flexible Off-Campus Courses for Adults"
ABSTRACT OF TEACHING INNOVATION: A course of study in general education (Liberal Arts) mathematics has been developed for students who cannot regularly come to campus. Designed for large numbers of students, it is a flexible, individualized, independent study course in which the student selects a course that is most relevant to his own academic liberal arts program, determines the sequence in which the topics will be studied and the most convenient examination schedule. The

RSVP (Response System with Variable Prescriptions) computer system monitors each student's progress. The computer generates and mails letters to the student commending him on his progress or nagging him about his procrastination, grades examinations and sends the student specific prescriptions for improving his performance by analyzing the nature of his mistakes, and counsels a student early if deficiencies appear in basic skills which are essential for success in the general education course. The students have access to a specially developed audo-tutorial textbook, a series of specially prepared audio and video tapes and other support services such as mathematics labs and tutoring centers. Instructors are always personally available for assistance in course work and counseling.
JACK GILL, Miami-Dade Community College, Florida

"Off-Campus Lab Courses"
ABSTRACT OF TEACHING INNOVATION: In an effort to make training in Health Occupations more accessible to students throughout our service area, required science courses were made available at off-campus centers. This makes it possible for Health Occupations students to study at more convenient locations until it is imperative for them to come to the Paris Junior College Health facility for training. Providing adequate lab facilities for these off-campus courses has required that portable lab equipment such as lab kits and media packages be developed.
EMORY C. HANCOCK, Paris Junior College, Texas

"Interdisciplinary Independent Learning"
ABSTRACT OF TEACHING INNOVATION: Active and retired military personnel contract to do individualized studies rather than take traditional, teacher-directed classroom courses. This interdisciplinary academic program on an Air Force Base consists of self-directed learning with a faculty advisor. Students plan a series of learning activities that particularly fit their interests and time schedule. While traditional classes can be included in the plan, the activities typically include use of audio and video cassettes, reading, field trips, TV documentaries and films, seminars, workshops and special service projects such as volunteer of resources and concepts, but the students are responsible for structuring their own study programs.
ROBERT HANDELSMAN, Miami-Dade Community College, Florida

"Computer Aided Chemistry Instruction"
ABSTRACT OF TEACHING INNOVATION: After the Chemistry Department acquired an Apple II microcomputer in 1979, computer programs specifically geared to reinforce the concepts being presented in class were developed and their use introduced to basic chemistry classes. Other programs, carefully screened to support the needs of our students, have been acquired from commercial sources over the last year and integrated into the support process. The needs of our students are mainly in the area of drill and practice to polish skills, as opposed to sophisticated lab models.
LESLIE W. HEASLEY, Anchorage Community College, Alaska

"Increasing Relevance — and Motivation"
ABSTRACT OF TEACHING INNOVATION: This teaching innovation consists of synthesizing traditional methods and concepts of learning with modern educational tools and current student interests. This synthesis often results in creative and lively classes. For example, when teaching the topic "Obedience," the traditional method calls for a short lecture followed by a film on Milgram's original experiment and a session of "Socratic questioning." But more active student involvement gained by systematically going down the class roll sheet and ordering them to change seats until someone disobeys, has greatly enhanced students' learning. Finally, by role-playing common scenes where students wish they had disobeyed (i.e., sexual pressures and dangerous stunts) we can teach assertion skills and obedience concepts by appealing to basic concerns. By using the classroom and subject matter as the context and relevancy as the major focus, several successful strategies have been developed to enhance student motivation.
KAREN HOSEY, Palomar College, California

"Interdisciplinary Team Teaching in Humanities"
ABSTRACT OF TEACHING INNOVATION: A two-semester sequence of introductory-level interdisciplinary courses was designed to give students of diverse backgrounds, ages and interests a basic understanding of the arts and humanities and of the role they have played in the development of our civilization. Emphasis is placed not only upon the historical and cultural importance of the humanities, but also upon their value to each individual as a source of pleasure, enrichment, stimulation and insight. Art, music, literature and the history of major philosophical, religious and scientific ideas are integrated in such a way as to show their relationships both to one another and to the rest of human life. The course employs a large lecture format, enrolling 125 to 155 students per semester, but is structured to provide numerous opportunities for individual encounters with the arts outside the classroom. Students are encouraged to select, study and write on works of art, music and literature of special interest to them. The course is team taught, using one person from art and one from philosophy.
PAUL ILLERT, St. Louis Community College-Meramec, Missouri.

"Positive Retention Approach to Mathematics"
ABSTRACT OF COLLABORATION: Many students tend to view mathematics as a discipline which involves manipulating numbers around for the purpose of arriving at a correct but useless answer. This view, however deeply imbedded in the minds of students, can be quickly proven incorrect and permanently eliminated as a stumbling block to further learning. There are an endless number of practical situations that may be used to demonstrate the significance of math in the world of manufacturing in my machining courses. Problems become much more real and purposeful if they relate to a specific situation with which the students can identify. From basic fractions and decimals to advanced geometry and trigonometry, there is no shortage of practical examples or real situations in which the student can apply mathematics. By using practical examples to reach students in homework, lecture, quiz and test, the subject takes on new meaning.
BILL JOHNSON, Pikes Peak Community College, Colorado

"The Management of Large Classes"
ABSTRACT OF TEACHING INNOVATION: By interviewing other highly successful professors of large lecture sections to identify their techniques and using the techniques of professional public speakers, a more effective approach to managing large classes was developed.
CECIL E. JOHNSON, Riverside Community College, California

"A Reflective Inquiry Approach"
ABSTRACT OF TEACHING INNOVATION: Using Jacob Bronowski's award-winning television series and bestseller, The Ascent of Man, a highly successful program for World Civilization courses was designed by developing the reflective-inquiry approach to learning. Each student is encouraged to be a critical thinker and to acquire the necessary learning tools to grapple with the social and ethical issues involved in sustaining human development and in utilizing human capacity in a free society.
CARLA M. JOY, Community College of Denver, Colorado

"Individualized Social Science Courses Improve Motivation"
ABSTRACT OF TEACHING INNOVATION: Seven successful individualized social science courses have been developed and implemented at the college. Each course can enroll up to 50 students a quarter. Students take tests in the College Learning Center (over 2000 tests per academic quarter) and courses are filled to capacity. Student feedback has been positive in terms of attitude and achievement.
RICHARD J. KOPLITZ, Minneapolis Community College, Minnesota

"Analyzing Readability Levels"
ABSTRACT OF TEACHING INNOVATION: By analyzing the readability level of every textbook on campus and then testing a large sample of students, an attempt

was made to improve the selection of textbooks in the institution. As a result of this process, increased achievement in basic skills courses occurred and a special series of courses was developed for those students with learning disabilities.
STANLEY A. LEVY, Palomar College, California

"Teaching the Whole Student: Using Affective Objectives to Promote Class Attendance"
ABSTRACT OF TEACHING INNOVATION: Demonstrations of the value of affective objectives to promote class attendance and increase students' feeling of control over their learning are made working directly with faculty. The process involves a counselor working in the classroom with the faculty member to help him/her integrate affective objectives into the course. The counselor and faculty member had three affective objectives for the class: 1) all students in the class would know each other by name; 2) concerns about being a Basic Skills student would be discussed; and 3) class would be structured so that students felt they had input into what was happening in class. A series of exercises appropriate for any basic skills course was utilized to facilitate the attainment of these objectives both in small groups and with the entire class.
CLARK MALONEY, Niagara Community College, New York

"Sharing Successful Teaching Practices"
ABSTRACT OF COLLABORATION: The Master Teacher Project involves instructors learning from each other by attending demonstration classes (cross-disciplinary) and holding seminars to analyze instructional questions, techniques of teaching, and ways of handling classroom problems to maximize effective instruction.
CAROLYN McCAIN, El Paso Community College, Texas

"Laboratory Technique Aids Investigative Process"
ABSTRACT OF TEACHING INNOVATION: This approach to laboratory instruction emphasizes open-endedness and investigation. Students are first taught a particular laboratory technique, and are then assigned to use the technique to investigate problems of their own choosing. This approach is specifically designed for use in introductory courses with large enrollments.
VERNE M. MILLS, Kalamazoo Valley Community College, Michigan

"Computers Develop Aural Skills"
ABSTRACT OF TEACHING INNOVATION: This technique uses computers to teach aural skills in students while attempting to identify musical capability. Students worked with the computer to enhance skills outside of class. In addition, a special series of television programs centering around great music from the cities of Europe was developed and used to augment existing classes.
BRENDA MONTIEL, Palomar College, California

"On-Campus Archaeological Site Aids Learning"
ABSTRACT OF TEACHING INNOVATION: An artifical archaeological site is created on campus using genuine skeletal, fossil, and cultural material. By creating the archaeological zone, the instructor is able to control the spatial and contextual relationships within the distribution of artifacts. While still on campus, students conduct supervised excavations, retrieve and classify artifacts, map and interpret the site.
ROBERT MOORMAN, Miami-Dade Community College, Florida

"Secretarial Sciences Open-Lab"
ABSTRACT OF TEACHING INNOVATION: Open lab provides typewriters, calculators, data entry, and word processing equipment for student and faculty use. Mediated instructional materials are available for students who have missed a scheduled class or who wish to review. Self-instructional modules have been developed for students who wish to learn how to use the data entry and word processing machines.
RUTH A. MOYER, Trident Technical College, South Carolina

"Integration of the Computer Into Accounting"
ABSTRACT OF TEACHING INNOVATION: The traditional approach to the teaching of accounting has required the student to demonstrate mastery of accounting concepts through the manual preparation of journals, ledgers and financial statement. This approach offers extensive exposure to the uses of the computer as a tool of the accountant. This exposure is acquired through the integration of computerized techniques in accounting instruction.
ROY JAMES PARRISH, JR., Danville Community College, Illinois

"Combining Basic Math Skills and Applied Nursing Math"
ABSTRACT OF TEACHING INNOVATION: An improvised system for teaching both basic mathematical skills and applied nursing mathematics has been developed. After a Monday through Thursday training program, the following schedule was designed for Friday only: Modified lecture — discussion with the aid of self-paced, programmed worktexts on basic mathematical skills for one hour; break for one hour; in-class tutoring by qualified mathematics students for one hour; break for one hour; and a concluding hour of discussion, demonstration, and group work sessions stressing applied nursing mathematics.
J. DOUG RICHEY, Henderson County Junior College, Texas

"Learning Center Provides Comprehensive Personalized Instruction"
ABSTRACT OF TEACHING INNOVATION: The English Multimedia Learning Center provides comprehensive personalized instruction to improve literacy skills using mastery learning criterion-referenced testing, and multimedia modes of instruction. Students work in the Learning Center under teacher supervision as part of regular classroom instruction. Teachers may lecture and group test using a Video Beam Machine which can project computer programs on a large, oversized screen.
VIVIAN RUDISILL, San Antonio College, Texas

"New Practice Materials for Developmental Classes"
ABSTRACT OF TEACHING INNOVATION: Practice materials different from those traditionally used in remedial/developmental classes have been developed. Relying on problem-solving to create a challenge not usually found in remedial materials, short poems, relatively long newspaper articles, and highly evocative, orally presented short stories are used.
MARY SEAGER, St. Louis Community College-Florissant Valley, Missouri

"Dialectic Aproach to Problem-Solving"
ABSTRACT OF TEACHING INNOVATION: Using this strategy, the teacher works with paradigms of problem-solving techniques that guide questioning. This promotes the resolution of the initial "problem" in a replicable manner. This dialectical method can be used to solve an initial problem which deals with course content in a replicable manner.
TOM SECCO, Triton College, Illinois

"Enlivening Philosophy Content"
ABSTRACT OF TEACHING INNOVATION: Developing unique presentations first by presenting the lecture in the period clothes and style of famous philosophers helps present the entire lecture through the eyes of that philosopher. A series of television programs have been adapted from the same material. Discussion evolves around the dilemmas presented to a philosopher of that time.
ZACHARY SEECH, Palomar Community College, California

"Student Backgrounds Enrich Math Content"
ABSTRACT OF TEACHING INNOVATION: Differences in backgrounds, capabilities, expectations, and attitudes of students enrolled in the course are considered to ease pressure. Opening class the first day with a discussion of math anxiety, the instructor introduces the potential interest provided by classmates, first in problem-solving, and second in the process of adjusting images.
LILLIAN SEESE, St. Louis Community College-Meramec, Missouri

"Mathematics Remediation for Nursing Students"
ABSTRACT OF TEACHING INNOVATION: Pre-admission assessment of basic arithmetic skills channels deficient students into a credit free course, tutoring assistance, or faculty guidance. Measurement equivalents are distributed prior to entry so that students can memorize them at their own rate without time pressure. Modules illustrate three methods for solving problems and students choose the strategy which seems most adaptable.
EMILY SLUNT, Howard Community College, Maryland

"Enrichment of a Humanities Course"
ABSTRACT OF COLLABORATION: A team-taught humanities course at Forest Park has incorporated a variety of changes that have improved a stabilized attendance. The course now offers classes on a rotating basis — both day and evening meetings — in the same classroom, led by the same teachers. Increased emphasis has been placed on relating the course to the arts in St. Louis. Students are encouraged to attend performances for which they receive credit. The most useful method of attracting and retaining students has been to offer free tutoring on a regularly scheduled basis.
SALLY SOUDER, St. Louis Community College-Forest Park, Missouri

"Theatrical Techniques Enhance Sociology"
ABSTRACT OF TEACHING INNOVATION: Using this approach, class sessions in sociology become productions with props, scripts, and student-actors. Examples from real life provide scripts and students participate in improvisational sketches. Sociology lends itself perfectly to these "mini-dramas."
MARY BETH SUSMAN, Community College of Denver, Colorado

"Lessening Anxiety About Word Problems in Math"
ABSTRACT OF TEACHING INNOVATION: A gradual approach to working with word problems in math begins with discussing words that describe basic operations and using these words in phrases to be transposed into algebraic expressions followed by teaching a "no-fear technique" of reading word problems enabling the student to see where to begin to solve a word problem. After these exercises, students have greater ease in working with word problems.
BERNADETTE TURNER, Pikes Peak Community College, Colorado

"Simplifying the Teaching of Computer Literacy"
ABSTRACT OF TEACHING INNOVATION: Though the need for computer literacy among community college students is acknowledged by many educators, the content and format of instruction in this area are both unclear and uncertain for many. Suggested methodologies, information packages, and strategies for presenting a wide variety of computer literacy courses deal with this complexity.
SUZANNE TUTHILL, Delaware Technical and Community College, Delaware

"Structure and Interaction Builds Motivation"
ABSTRACT OF TEACHING INNOVATION: A systems approach which segments learning into small, manageable units is paired with an interactive in-class strategy. This combination is effective with students who because of motivational problems, or inadequate information processing skills, often fail in academic settings.
CHARLES VERSCHOOR, Miami-Dade Community College, Florida

"Motivating Students in Economics"
ABSTRACT OF TEACHING INNOVATION: Strategies for motivating students in economics courses include building an understanding of key economic relationships and institutions that will be an integral part of the student's career, being aware of the student's career goals, and developing real world applications and examples that are appropriate. In addition, instructors should keep abreast of national and local economic occurrences that can be tied to course material.
GERRY WELCH, St. Louis Community College-Meramec, Missouri

"Making Illustrations Applicable for Students:"

ABSTRACT OF TEACHING INNOVATION: By using examples and illustrations which evolve out of a careful assessment of students' interests and backgrounds, the approach seeks to enhance student motivation. An analogy is developed in terms of horse racing: students are encouraged to leave the starting gate and run the race to arrive successfully at the winner's circle.

SHARON A. WINN, Westark Community College, Arkansas

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